

**School Management Teams' strategies in
managing school violence in Tshwane West
District, Gauteng**

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2019

**School Management Teams' strategies in managing school
violence in Tshwane West District, Gauteng**

by

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Submitted in accordance with requirements for the degree

DOCTOR OF PHILOSOPHY

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Supervisor

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DEDICATION

- To my mother Deborah and my late father Herman who passed on at the beginning of 2019, for supporting me in the entire process of the research.
- To my uncle, Obed and Aunt Christina, thanks for the inspiration and support that you have given me during my study - both of you deserve the parental degrees.
- I am dedicating this thesis to my brothers Kgalema and Ramarumo and my two sisters, Nkone and Morufe.
- To all Lekalakalas' and Madingoanes' families may the Lord bless you for being part of the entire study.
- Many thanks to my wife, Mpho, and my son Olebogeng, Mojalefa and my daughter Olerato, Otsile. Mpho, thank you for supporting me throughout my study, humble as you are, and for the love that you have given me. Olebogeng and Olerato, thank you for understanding that daddy is busy studying and therefore could not give you all the attention you needed.

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DECLARATION

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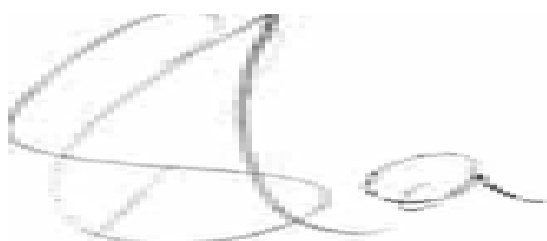
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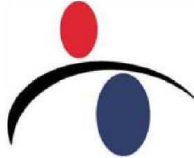
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ABSTRACT

This study aims to determine how School Management Teams (SMTs) are managing the issue of violence in their schools. Specifically, it sought to understand the different management strategies being used and whether SMTs have experienced challenges in implementing these strategies. Methodologically, the study sampled School Management Teams and teachers who are in schools of the Tshwane West Area using a non-probability sampling technique to collect information regarding the issue of violence management in schools using structured interviews. The interviews delved deeply into the psychological effects of violence, its prevention and some legal implications of managing violence in schools. Using thematic analysis, data collected was analysed and interpreted within the theoretical lenses of school violence. The study reached a number of conclusions and made several recommendations. In summary, violence in school requires urgent attention, SMTs and teachers are still struggling to curb an increasing number of sexual assaults and deaths as a result of violent activities in their schools. These challenges are mainly due to the problem of policy on school safety and its implementation within the management structure of schools.

Keywords: School violence, Management strategies, SMTs, South Africa

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LIST OF ABBREVIATIONS

HODs:	Heads of Departments
SGB:	School Governing Body
SAPS	South African Police Services
SADTU:	South African Democratic Teachers Union
SAIRR	South African Institute of Race Relations
SMTs:	School Management Teams

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CHAPTER ONE

THE PROBLEM AND ITS BACKGROUND

1.1 INTRODUCTION

Addressing school violence is a policy imperative and a global phenomenon. Conceptually, “violence is a sensitive issue that often provokes anxiety and arouses emotions that have negative images” (Leary 2015:4). Indeed, violence triggers emotions that are unpleasant and painful and require courage to face. The reality is that violence is increasing at an alarming rate globally in communities and schools, causing trauma in all sectors of society and more especially in education (Price, J.H. & Khubchandani, J., 2019). In South Africa, the school management team often needs to manage violent learners as part of their teaching and learning responsibilities (Masha 2017). Managing tempestuous learners is a challenging and unique responsibility for School Management Teams (SMTs) as well as teachers because handling an escalating violent situation often adds to teachers’ workload. To name just a few, “school violence comprises of physical force that includes learner-on-learner fighting, corporal punishment, psychological violence, verbal abuse, sexual assault and violence that includes rape” (Dunne 2014:5). Another aspect of the violence requiring specific attention in the schools is bullying, including cyberbullying; and the use of dangerous weapons.

In recent decades, violence has become a severe problem in many countries with an alarming increase in the use of weapons such as guns or knives. The local media has recently reported on several cases of violence between school learners and school staff. The culture of violence and intimidation is increasing daily in the classroom. This study seeks to explore School Management Teams' (SMTs) strategies for managing

school violence in the Tshwane West District of the Gauteng Province from a conceptual framework perspective. School management refers to the administration of an educational organisation. In a South African context, it includes setting the strategies for coordinating the activities and using the available resources to achieve a reduction in violence. According to PAM (2016), management supports the view that the environment at schools should be safe for learners and staff. Likewise, the principal plays an important role in the management team as he interacts with all the stakeholders and is an ex-officio member of the School Governing Body (SGB). Research by Prinsloo (2008), Maphalala (2013) and Ramadikela (2012) have pointed out the schools in the Tshwane West District as sites of widespread violence with a negative impact on the SMTs' role and functions as well as on learners' emotional well-being. These findings justify the need to investigate the ability of SMTs further to manage violent situations in their various schools.

According to Abdullah (2012), Mncube (2014), Smit (2010) and Crawage (2008), school violence mirrors the situation in the learners' homes and communities. Hence, it is of critical importance that stakeholders work towards a safe teaching and learning environment. Both teachers' and learners' rights need to be protected as stipulated in the Bill of Rights. Section 10 of Bill of Rights refers to human dignity and states that "everyone has inherent dignity and the right to have their dignity respected and protected." Section 11 emphasises everyone's right to life, while section 12 of the bill refers to the importance of freedom and the security of the individual. The right to freedom includes "freedom from arbitrary arrest, freedom from torture, and freedom from cruel, inhuman or degrading punishment" (Joubert 2014:2). This provision is central to all human rights and highlighted the importance of the right to be free from all forms of violence, whether from public or private origin.

The literature shows that violence in schools is a multifaceted problem that is deeply rooted in the socio-economic situation of South Africa. However, it is a global phenomenon. While there are many policy documents on school safety in South Africa, these policy documents ignore a framework for managing violence because managing violence requires some institutional strategies that are unique to individual schools. There is no general strategy that will curb violence effectively in all South African schools as the schools differ in terms of resources and management skills of the SMTs. It is imperative to understand how schools are currently managing violence while complying with national policies and without violating human rights. This new knowledge could lead to a policy review and an improvement in school safety in South Africa and elsewhere. It may also contribute to the academic debate on the issue. Therefore, this study will explore how SMTs and teachers, in particular, are responding to the issue of violence from a management perspective, which will include an overview of strategies that are in place and the challenges related to their implementation.

1.2 PROBLEM STATEMENT

“Schools are places, where both staff and learners should work, teach and learn, without ridicule, harassment, humiliation and violence” (Joubert 2014:1). Apart from the aspect of actual physical danger, research has shown that witnessing violence or being a victim of violence has a negative influence on the emotional, social and educational development of learners. School violence, wherever it occurs, is costly, in financial terms but also in terms of the individual's health, personality, growth, and overall development. Failure to take the necessary measures to protect learners and lack of proper supervision are some of the primary contributing factors to violence in schools. Above all, it is impossible to learn or teach effectively in an environment prone to violence.

Similarly, violence has long-term adverse impacts and therefore requires managerial strategies to curb it and best practices to ensure that education takes place in a safe environment. Education authorities such as the South Africa Department of Education is expected to develop these strategies to address violence in schools in conjunction with school governing bodies and school management teams. The SMTs, as the school's top management body, has to play a supervisory role in ensuring that teachers carry out their duty of managing violence in the school as part of other responsibilities. Managing violence includes stopping the violence that already exists and being pro-active to ensure that future violence is curbed.

The increase in violence in South African schools has led researchers to the view that the schools are providing a stage for violence not just between learners but also between teachers and learners of the school, as well as gang violence and inter-school violence (Prinsloo 2008; Van Jaarsveld 2008). Prinsloo (2008:27) stated: "apart from the grave incidents of school violence that have acquired massive media coverage, there is the normal problem regarding the bigger incidence of school violence in South African schools." Due to excessive violence, schools are no longer viewed as safe and tightly closed environments or places where learners can learn, experience themselves, and feel protected (Van Jaarsveld 2008). Zulu, Urbani, Van der Merwe and Van der Walt (2004:173) suggest that "schools have come to be exceedingly unstable and unpredictable places. Violence has become a big part of day-to-day activities in some schools. Reports on television and in the print media highlight the escalation of school violence, such as learners assaulting and stabbing fellow learners and teachers."

Burton (2008) found that about 1.8 million learners between Grade 3 and Grade 12 have experienced violence in some form at school. Burton (2008) further discovered

that many of these learners had been threatened with violence; assault; robbery, or have experienced some form of sexual violence at school. The contemporary scenarios in schools show that both learners and teachers fall victim to school violence because it takes place in the classroom or on school grounds. Therefore, there is a need to investigate the following: (a) What types of violence are prevalent in schools? (b) What are the challenges of School Management Teams in managing violence in schools? (c) What are the emerging trends regarding violence in South African schools?

These considerations have led to the formulation of the research questions. **SMTs**

‘PREVENTION STRATEGIES

SCHOOL SECURITY. The most common school security measure is the monitoring of learners when they move through the hallways and in places where they congregate, such as restrooms and the cafeteria. School staff members have traditionally served as monitors, but increasingly schools are hiring security guards to patrol the building and to provide security at events. In the most violence-prone areas schools may form partnerships with the police to visit periodically or even to patrol the halls regularly. However, some educators believe that a police presence has a negative impact on teaching and learning and that the need for them is an indication of administrative failure. Others welcome police support but provide special training for dealing with learners in a school environment. Probation officers with on-site offices can provide help to learners who have already engaged in illegal behaviour. Some schools use parents as monitors and teachers' aides. Doing this is inexpensive and can be an effective deterrent, since learners may be more reluctant to behave badly when watched by someone they regularly see in the neighbourhood. Further, involving parents gives them a sense of ownership of anti-violence efforts and may

help them reconsider their own attitudes about violence. To keep learners from bringing in weapons some schools use metal detectors and others administer systematic or random searches of Learners' bodies, possessions, and lockers. Since there is a strong relationship between student violence and use and sale of drugs, administrators make special efforts to keep schools drug-free, through both education campaigns and searching.

TEACHER INVOLVEMENT. To dispel fears and help teachers feel supported, meetings about violence issues are held regularly, possibly as a component of general staff meetings. Administrators provide accurate information about violent occurrences and responses to them, involve faculty members in prevention efforts, and listen to their concerns. Also, teachers' input can be invaluable, since it is common for them to have information about the threat of violence (and, also, gang activities) before administrators do, and to have suggestions for how to deal with it based on personal knowledge of the learners. Training in violence prevention-for ancillary staff such as school bus drivers, as well as teachers-can both make the school safer and help staff feel more secure. Programs can include development of the ability to identify learners at risk of anti-social behaviour for preventive intervention, to identify and diffuse potential violence, and to deal safely with violence should it erupt. Some staff training covers the same issues that comprise training for learners, such as conflict resolution, and it can be effective for staff to participate along with learners. Since at-risk learners respond positively to personal attention, teachers can help youth resist violent impulses and the lure of drugs and gangs by offering them extra help with their schoolwork, referrals, informal counselling, or even just a sympathetic ear.

Main research question:

How do School Management Teams (SMTs) use strategies for managing school violence in the Tshwane West District of the Gauteng Province?

Sub-questions:

- What are the definitions of violence by School Management Teams SMTs in the Tshwane West District of the Gauteng Province?
- What are the experiences of violence by School Management Teams (SMTs) in the Tshwane West District of the Gauteng Province?
- What are the incidences of violence in the Tshwane West District of the Gauteng Province?
- What are the personal effects of violence on School Management Teams (SMTs) in the Tshwane West District of the Gauteng Province?
- What effects does school violence have on School Management Teams (SMTs) in the Tshwane West District of the Gauteng Province?
- What is the impact of social media on the rates of violence in the Tshwane West District of the Gauteng Province?
- What are strategies used and recommended by School Management Teams (SMTs) in the Tshwane West District of the Gauteng Province for managing violence?

1.3 AIMS/OBJECTIVES OF THE STUDY

This study aims to investigate how School Management Teams (SMTs) use strategies for managing school violence in the Tshwane West District of the Gauteng Province. The following research objectives will guide the research study in investigating this critical educational issue:

- To describe the definitions of violence according to School Management Teams (SMTs) in the Tshwane West District of the Gauteng Province;
- To investigate experiences of violence by School Management Teams (SMTs) in the Tshwane West District of the Gauteng Province;
- To investigate the incidences of violence in the Tshwane West District of the Gauteng Province;
- To investigate the personal effects of violence on School Management Teams (SMTs) in the Tshwane West District of the Gauteng Province;
- To describe the other effects of school violence on School Management Teams (SMTs) in the Tshwane West District of the Gauteng Province;
- To investigate the impact of social media on the rates of violence in the Tshwane West District of the Gauteng Province, and
- To investigate strategies used and recommend by School Management Teams (SMTs) in the Tshwane West District of the Gauteng Province for managing violence.

1.4 RATIONALE FOR THE STUDY

The interest in the study stems from the researcher's experience as a teacher for 25 years both during and after the apartheid era, when corporal punishment was used as a means of disciplining learners. After alternatives to corporal punishment were developed, the researcher realised that the teachers were still not adjusting to the new discipline rules because they were accustomed to corporal punishment. It is a popular belief amongst teachers that abolishing corporal punishment has engendered unruly learners. It is also their opinion that alternatives to corporal punishment have not been useful in addressing discipline in schools. Their concerns are related to Makhubu's (2013:3) statement, which affirms that "learners wield an assortment of weapons,

including knives, pangas, small axes and other sharp weapons" when coming to school. This behaviour affects both learners and teachers in the school. Therefore, learning and teaching will be disturbed and affected because of the abolishment of corporal punishment. However, the suitable strategies that are appropriate for managing violence and their implications on policy in the new South African schools are unclear. Therefore, this study will focus on what management strategies SMTs are adopting in managing violence in their schools to determine the trends and implications of this problem for the South Africa education system.

1.5 SIGNIFICANCE OF THE STUDY

The study will equip principals, teachers, parents and learners of the selected schools with a sound and broadened knowledge base about the management of school violence. Again, it will help to close the gap in the interaction between the home, school and the community by improving the parents' participation in the formal education of their learners through the implementation of appropriate managerial strategies in dealing with school violence. Furthermore, even though the findings of this research cannot be generalised, they would be useful to education regulatory bodies who would be in a position to determine the relevant value of the findings and recommendations and whether they could be implemented in other schools under their jurisdiction. Mavimbela (2001) highlighted that most teachers were the product of the apartheid era and believed in knowing and adhering to policies, rules and regulations in the school. Their obligations as members of the school management team are to respect and uphold the constitutional rights and responsibilities of all in the schools. Finally, this study may benefit SMTs and teachers to know and understand the implications of implementing school safety policies.

1.6 DELIMITATIONS AND LIMITATIONS OF THE STUDY

The study concentrated on secondary schools, especially the school management teams, including the principals, Head of Departments and teachers who are liaison officers at schools. The chosen area was the Tshwane West District in Gauteng, which has 32 secondary schools. Nonetheless, only 15 secondary schools participated in the study since all the principals, Head of Departments and teachers of the selected schools could not possibly be interviewed due to time and money constraints. A manageable number of principals, Head of Departments and teachers were selected as a sample size for the study. According to Gays and Airasian (2000:625), limitations in the study refer to aspects of an investigation which may negatively affect the results of the study, but over which the researcher has no control.

The scope of this study in terms of scholarly resources is limited to local and international journal articles, books and policy documents from researchers in the field. The study does not aim to generalise the findings considering that it targets only certain concepts to address the phenomena under investigation. Another weakness considering the range of alternative conceptions is that the study focuses on isolated concepts of management related to managing violence in the schools, rather than on the entire range of the concepts.

1.7 DISCUSSION OF THE CONCEPT

1.7.1 Strategies

Strategies are plans, methods or a series of manoeuvres or statements for obtaining a specific goal or result (Collins English Dictionary 2009). Merriam-Webster (2019) describes strategies as “the science and art of employing the political, economic, psychological, and military forces of a nation or group of nations to afford the maximum support to adopted policies in peace or war.” This study concentrates more on the strategies that will assist in managing school violence.

1.7.2 School Management Team

The School Management Teams in education are responsible for a specific type of work that “comprises regulative tasks or actions executed by a person or body in a position of authority within a particular field or regulation to allow formative education to take place” (Van der Westhuizen 1991:55). According to Piek (1991:1), the term "management" is derived from the Latin-English word "manage" meaning to "control and direct a horse". In this study, the School Management Team refers to the principal, heads of departments and teachers of selected schools, as well as to the school teachers, who are also managers since they have to manage the learners and their classroom to avoid any form of violence in their area of responsibility.

1.7.3 Violence

Collins' Essential English Dictionary (2006:1086) describes violence as “the use of physical force usually intended to cause injury or destruction.” Violence can be defined as destructive harm that includes “not only physical assault but also the many techniques of inflicting harm by mental or emotional means” (McKendrick & Hoffmann, 1990:26) negatively impacting various systems. The concepts of "aggression" and “violence" will be used interchangeably, as they generally convey the same meaning. The issue of violence is a societal issue, which makes an impact on education systems, especially schools that are affected daily.

1.7.4 School violence

According to MacNeil and Steward (2000:232), “school violence is an intentional verbal or physical act producing pain in the recipient of that act, while the recipient is under the supervision of the school.” Therefore, for this study, school violence is defined as occurring when teachers and learners abuse each other physically, mentally, and emotionally, resulting in the disruption of the safe learning environment.

1.7.5 Tshwane West District

Tshwane West District is one of the fifteen districts that form part of the Gauteng Department of Education and mostly includes schools from Mabopane, Winterveldt, Garankuwa, Soshanguve and city schools. The district is situated on the western side of Tshwane, hence its name "Tshwane West". This area includes several schools that are grouped to manage resources, training and development efficiently. The district has been structured into circuits to facilitate management operations and enable collaborations.

1.7.6 Gauteng Province

Gauteng is a Sotho name meaning "place of gold", and is one of the nine provinces of South Africa. It was initially named the Pretoria–Witwatersrand–Vereeniging (PWV) complex and was later renamed "Gauteng" in December 1994. It is situated in the Highveld inland plateau in South Africa and accounts for only 1.5% of the land area. Although it is the smallest province in the country, it is the economic hub of the country with an estimated population of more than 24 million people. It is a highly urbanised region, containing the country's largest city, Johannesburg as well as Pretoria, the administrative capital city of South Africa. Gauteng is a drawcard for people seeking employment or schooling for their learners in Pretoria and other large industrial areas such as Midrand and Vanderbijlpark. As of 2017, Gauteng is the most populous province in South Africa with an estimated population of approximately 24,200,000 people. It is the smallest province in South Africa, but it is the economic hub of the country, very rich in terms of the minerals such as gold, diamonds and platinum. It is the province where most people are flocking to for employment and schooling for their Learners.



Figure 1-1: Gauteng Province

1.8 CHAPTER DIVISION

Chapter 1 deals with the background and rationale of the study. The sets out the problem statement and the main aims and objectives of the research study.

Chapter 2 contains a review of the literature relevant to the study. Amongst other things, literature related to the theories of violence, factors related to school violence and forms of violence are addressed.

Chapter 3 explores the psychological effects of violence, the prevention thereof, anti-violence programmes and the legal aspects related to school violence. The section also includes an overview of the applicable legislation in terms of managing violence nationally and globally.

Chapter 4 comprises of a detailed discussion of the research design and research methodology.

Chapter 5 provides the study's findings, including the analysis in interpretation thereof.

Chapter 6 provides the conclusions reached, the recommendations made and the points out possible areas for further research.

1.9 SUMMARY

The chapter introduced concepts explained in literature sources about managing violence in schools, both nationally and internationally. It has also been the goal of this chapter to address the problem statement and the aims of the study. The chapter concludes that violence in South African schools is increasing and there is a need to investigate how SMTs and teachers are managing violence in their schools. There are clear indications that learners' safety is threatened by violence resulting from unlawful practices such as corporal punishment, the use of drugs and alcohol and the use of weapons. However, literature seems to be silent on the management of violence in schools. The next chapter will discuss literature reviews and analyse documents and policies, focusing on the role of the School Management Teams in managing violence.

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CHAPTER TWO LITERATURE REVIEW

2.1 INTRODUCTION

May's (2018:2) view is that violence can happen subtly and at different times and can involve various unforeseen ways of manipulation or could manifest typically after escalating for months and years. In certain types of attacks, misdeeds can have a severe effect on the individual's fitness and well-being. The root cause of each form of attack is squarely measured and supported deep from within the society from which it has developed (Shiva et al 2017:14). Violence or misconduct has previously been squarely measured and managed by the government through policy. However, this has often not been balanced between the observation of the victim and the wrongdoer (Waschbusch et al 2018:10).

2.1.1 Conceptualising school violence

This study raises issues about how violence is conceptualised and researched in different countries, including South Africa. The study deals with particular school contexts (e.g., hallways, cafeterias, and bathrooms), where violence is most likely to take place. However, learners' and teachers' grasp of violence in these school sub contexts remains an under-researched topic. Current school violence research has a narrow focus on personal assessments of violence as a "problem" or the frequency and cruelty of violent incidents in schools. This research intends to provide in-depth conceptual explanations and recommend management interventions to curb the prevailing problem of violence in schools. Also, this study will further examine the lack of analysis concerning the meaning of school violence and its implication for SMTs, learners, and society.

It is the responsibility of the SMTs to determine where violence is occurring, especially where teachers are not present (e.g., eating lunch in a separate location). When considering the incidence of school violence and the nature of teachers' relationships with learners, most teachers agree that they must create protected environments inside the classroom as well (Astor, Meyer, & Behre 1999; Behre et al in press; Meyer et al 2000). However, teachers are much less clear concerning their role in other school spaces or what strategy to use to manage different forms of violence in their whole school environment.

School violence covers a wide spectrum of intentional or reckless behaviours that include bodily and psychological harm, and damage to properties. These activities may consist of behaviours across the whole range of severity and frequency of occurrence. Examples include extremes such as murder (Bragg 1997; Hays 1998), rape (Page 1997) and all forms of sexual harassment (Stein 1995). It also includes gang violence (Kodluboy 1997; Parks 1995), school war (Boulton 1993; Schafer & Smith 1996) and the carrying of weapons (Pittel 1998). Bullying, including verbal threats and intimidation (Batsche & Knoff 1994; Olweus 1993) and verbal or physical harassment on the way to and from school (Alvarez & Bachman 1997) form an important category impacting many learners. Other forms of violence include hate crimes (Berrill 1990), vandalism (Goldstein 1996) and relationship violence (Burcky Reuterman, & Kopsky 1988; Cano, Avery-Leaf, Cascardi, & O'Leary 1998). Corporal punishment (Youssef, Attia, & Kamel 1998) can also be seen as a form of violence.

Although the public, mass media, and politicians tend to focus on deadly and severe forms of school violence, the national records agree that dangerous violence on school grounds is an extremely uncommon occurrence from an inclusive point of view (Kachur et al 1996). In contrast, physical fights and other non-fatal types of violence

are activities that are more prevalent for both learners and teachers. For this reason, this study investigates and analyses how SMTs respond to all forms of aggression (dangerous and non-dangerous forms of violence) and determines the frequency of violent incidents on school grounds.

Philosophically speaking, the occurrence and extent of all violent incidents and the management of violence occurring in schools rather than the school setting itself is a question that needs to be addressed in research. For schools that have been victims of violence and parents whose youngsters have been victimised, it could certainly be argued that policy to manage violence in school is of social benefit. However, the researcher is using the current definition of violence to highlight the fact that several extreme incidents, such as shootings and rapes among others, need the School Management Teams to employ appropriate management strategies to curb the reoccurrence.

Internationally, different forms of violence affect schools and occur in certain areas with a high population of disadvantaged groups (Harber 2004; Pinheiro 2006; Smith & Vaux 2003). While in England, as an example, touching learners aged five and under will result in a suspension (Williams 2009), studies have shown that the majority of female learners in the Kingdom of Nepal have been sexually violated by female teachers. Sadly, many of these incidents of sexual violence that should cause concern have gone unreported (Dunne, Humphreys & Leach 2006). Female learners in New Guinea Island have also expressed their concern regarding sexual attacks at individual schools or among the typical communities (Dunne et al., 2006).

In Brazil, over four hundred and fifty schools have reported cases related to the issue of violence. Locally, the distinctive school violence in South Africa could be a definite downside. Shootings and stabbings have become prevalent in both public and private

schools in South Africa (Akiba, LeTendre, Baker & Goesling 2002; Zulu, Urbani & Van der Merwe 2004:70). Reports by the South African Institute of Race Relations (SAIRR) (2008) suggested that only a third of South African learners declared that they felt protected at school. It shows that developed countries are better prepared to manage violence and its effects compared to developing nations such as South Africa. Prinsloo (2005:5) defines a protected school as a school that is free of danger. Schools ought to provide a safe and protected setting that encourages excellent teaching and learning. It is the role of SMTs and the principal to develop management strategies to ensure school safety for learners and staff.

2.1.2 School Management Teams (SMTs) and management of school violence

Liu et al. (2018:416) emphasise that school managers should work together to address school violence from the reopening of the school early in January each year. The School Management Teams have tried different methods to ensure school safety at the beginning of the school year, yet there has been an increase in violence in schools. Policies on school safety are assisting management in making decisions in dealing with those learners who violate the school rules. However, as a rule, punishment for learners who caused violence in school has not stopped its reoccurrence or its increase. What is needed, and is not well articulated in the body of literature, is appropriate institutional management strategies that will assist individual schools to manage violence effectively within their context.

On the matter of managing violence in school, the School Management Teams (SMTs) are responsible for formulating disciplinary measures to reduce violence and limit its effect on the school environment (Coyle et al 2017:902). The School Management Team (SMTs) often struggle to understand policy documents and the majority lack the required management skills needed to deal with sensitive issues such as violence among learners or in school. The issue of violence often requires legal proceeding and

except if SMTs understand this procedure, managing it will continue to be a problem. Romero et al (2018:36) emphasise that teachers did act as peacekeepers in classrooms, but teachers found it difficult to respond to violence outside the classroom that happened within the school premises. While this is a problem, SMTs are expected to develop a workable management framework that teachers and other staff understand in dealing with school violence within and outside the classroom.

If SMTs expect teachers to handle violence without providing them with an orientation on what it means, how to report it and the legal implication of their actions, we can expect teachers to suffer from burnout, absenteeism and experience psychological problems because of the way the school is managing the issue of violence (Nisbett 2018:6). Generally, the violence starts at home, and this is what school management needs to first understand in formulating strategies for managing it (Cornell 2017:8). The policy requires School Management Teams (SMTs) in the first instance to approach the problem of violence from the guidelines of the South African Schools Act. In reality, SMTs have encountered problems in interpreting and implementing the South African Schools Act on school safety due to the geographical location of certain schools and the background of learners in those schools. Without ignoring the policy, SMTs should be proactive in dealing with the issue of violence in schools. Being pro-active should include developing complementary management strategies from the perspective and context of the school to deal with a specific problem that may not be explicitly stated in the policy (Benoliel 2017:70).

The School Management Teams (SMTs) need to address the physical assaults that occur in schools (Kyegombe et al 2017:13). The literature review of school violence shows evidence of assault, bullying, sexual harassment and other violent acts among learners and staff in most South African schools. However, though not unique to South

Africa, the deaths due to physical violence are very high in South Africa compared to other countries (McMahon et al 2017:9). It is therefore important for SMTs to be aware of the psychological implications on learners and staff who have been physically violated. It is also essential to understand and be aware of psychological attacks, which often consist of threats to harm another person (Cornell 2017:10). The psychological effect of violence on learners and staff is an unsatisfactory situation that has to be well managed to ensure that the South African education system remains functional (Schlegelmich et al 2017:286).

Sharp et al (2017:10) emphasise that the psychological effects of violence must be managed particularly for learners who have been sexually assaulted to ensure functional schools. The management process or procedure in dealing with offenders and victims must be clear. The disciplinary procedure must align with government policy on this issue. Similarly, the process of healing for victims of sexual abuse must also be well managed by professionals. This management of resources requires schools to have adequate resources, which is currently lacking or not adequate in some schools. Through management, SMTs are faced with situations related to unwelcome sexual feedback or jokes among staff and learners. The management procedure should take into account learners who do not take the school policy seriously, to prevent the spread of HIV-AIDS due to the sexual violence in schools, using appropriate management strategies most suitable for a particular situation without violating the law and government policy. It is the responsibility of SMTs to manage this problem, assuming they have the requisite management skills (Devries et al 2017:844).

The assumption that the School Management Teams is capable of responding to complaints emanating from violence in schools is problematic and could be the reason

why violence is escalating in South Africa schools. Another assumption is that SMTs should know their legal obligations in dealing with some sensitive issues related to violence that may result in psychological, physical and other emotional problems for victims. This assumption as to what it means in terms of legality and its implications is not clear for SMTs and teachers (Devries et al 2017:849). This study, therefore, examines this aspect to determine if SMTs understand this obligation as part of their management responsibility.

In South Africa, violence in schools has been blamed on the political or economic situation of the country. Some literature claims that the background of the learners determines their behaviour in schools. Some of the learners, especially in Gauteng province, are sometimes from rural areas where domestic violence is prevalent. It is not uncommon to witness the resultant effects of the domestic background when these learners are now in school. Troublesome backgrounds make teaching and learning difficult because learners belong to gangs and are involved in secret associations that put the school environment into great danger (Petkova et al 2017:710). In terms of management, the expectation is that SMTs should have procedures and structure in place to curb the spread of violence, both within and outside the school. Whether this is happening, in reality, is not clear.

Weine et al (2017:56) highlighted that the pervasiveness of the modern political violence had become part of the fabric of the communities that were in dire need of good management or effective school governance to offer education services to the community without the threat of violence. One critical lesson from the literature is that the culture of violence in schools is more profound due to the history of South Africa or the legacy of apartheid (Galtung 1990:299). It is the responsibility of the School

Management Teams to understand this complexity in their management structure and use it where necessary to manage violence.

One other issue that has emerged from the literature is the religion-motivated violence, which has also been the causes of violence in some schools where some learners and staff have been bullied because of their religious affiliation (Johan et al 2017:23). Riazi et al (2017:5706) have questioned the dominance of certain values that the schools are promoting, which may be leading to violence among learners and staff. Part of change management or school improvement strategies is to explore the core value that the school promotes and make changes where necessary to ensure inclusivity and especially to minimise religion-based violence.

Daly et al (2017:835) emphasise age, among others, as a contributing factor for violence, which is a common problem in both primary and secondary schools because the learners are in an age bracket where they would like to explore and discover certain things about themselves. In this case, counselling and proper orientation is necessary or should be part of management strategies to bring these learners to adulthood in a manner that will bring respect to their family and the country. However, this is difficult to attain as the majority of the learners came from homes where one or more of the family members may have been in jail, may have been bullied or may have been victims of domestic abuse including rape (Ellis 1995:185). Reversing this experience through just management strategies needs to be reconsidered.

2.2 VIOLENCE IN SOUTH AFRICAN SCHOOLS

School violence in South Africa is a reflective perspective that must be taken into consideration when trying to grasp the rationale for managing violence because it forms part of the larger social, cultural and political context. Different studies have shown that South African society possesses a culture of violence (Ward 2007), which

also filters down to schools. There is an urgent need to moderate the effect of violence from a policy angle and management perspective; otherwise the future of the South African education system will be jeopardised. From the apartheid era, South African youth has been participating in the political struggle and violence from the time they were in school. Many of the youth and youngsters engaged in the struggle to achieve the objective of liberation and freedom from the oppressive social policy and system (Kipperberg 2007). It has been argued that the increased politicisation of adolescents throughout the years of 1970-1990 in African countries offered a reprieve for black adolescents from the very negative impact of the South African society (Stevens & Lockhat 2003). The structural inequalities entrenched during this regime resulted in the townships sinking into severe poverty and overcrowding. The dawn of democracy in 1994 brought about the requirement to redefine the role of the youth. Therefore, the schools are at the receiving end for the young people who have experienced violence from a very young age. Managing it, therefore, requires knowledge of their history and the history of apartheid. It is not expected of the schools to reverse the past but to manage the adverse effects of this legacy and stopping it from spreading.

The youth were no longer expected to be 'young lions' but rather functioning members of the new dispensation (Jefthas & Artz 2007). According to Kipperberg (2007), instead of the youth playing a central role, they now had to be content with a peripheral one. It can be argued that this shift did not resolve all the legacy issues as many of the struggle heroes pre-1994 had to weather the battles against poverty and the discrimination of the of social policy. Ongoing perceptions of inferiority and a lack of power led the youth to demonstrate criminal and violent activities (Jefthas & Artz 2007). The question is what school management can do to re-educate learners who have been participating in violence before joining the school community without

violating their civil rights. The SMTs also include parents who know these problems and may have practical solutions for them (Kipperberg, 2007).

Mayeza et al (2017:410) highlighted the fact that the schooling system in South African Schools was once an unsparing tool of repression deployed against the intellect and ambitions of the youth of the country for many years. Nevertheless, that very same system concurrently served as a breeding ground for an intense struggle against oppression, a struggle in which many of today's leaders learnt the means of freedom and justice. Keller et al (2017:547) highlighted that before the democratic government, the word 'Bantu' within the term Bantu Education was extremely politically charged and had disrespectful connotations. The Bantu educational system was designed to coach and match Africans to their perceived roles within the evolving policies and society of the time. Violence in our schools can be linked to the political dispensation before 1994 or the drive towards total freedom shortly after the end of apartheid. The increase in violence in schools, therefore, has been exacerbated by the legacy of apartheid and through the way and manner government regulatory education bodies are handling the issue. A culture of violence has developed in our schools and our communities because learners have been taught at home to always fight for their rights without orientating them on how to respect others (Manu et al 2017:6). As a result, SMTs have not experienced a decrease in violence, which continues to affect the way learners learn and teachers teach, in many of the schools.

Because of this, our schools have become hotbeds of violence and crime that represent real threats to the accomplishment of our instructional goals. Learners and teachers take firearms especially in high school through a thought process that creates a perception in them that they need it to protect themselves which is not part of the South African school policies and schools should be a gun-free area to accommodate

all stakeholders of the school(Domingo-Swarts 2002:2). The increased incidence of violence in South African schools reflects a complex combination of historical and current day stresses facing the individual, school, and community at all levels - in a society marked by deep inequities, large uncertainty and disturbing undercurrents. Despite the fundamental change in the social policies in South Africa, "race" and ethnic tensions stay at the centre of a lot of the violence within the country (Vally 1999:2). Therefore, this situation is a cause for great concern (Strauss 2003: 12) for government and school management teams.

Violence in school is a global issue. It happens in countries at all levels of development. However, for the victims of violence, it is generally an undignified and horrifying experience of physical or psychic pain (Debarbieux 2001:10). Research by the Education Development Centre indicates various dimensions of poverty that are associated with high rates of violence in the communities, as well as the perpetuation of the high concentrations of poverty. It also leads to the transient nature of the population, disruption of family, overcrowded housing, the presence of dangerous commodities and provocations related to violence like readily obtainable access to firearms and drug distribution networks (Rosenburg 2000:22). For instance, dropping out of school and poor school performance are related to a whole range of social and health issues associated with violence (Anon 2001:6). Another aspect of violence is that women are at specific risk because they are vulnerable to rape, assault and harassment within the school premises. There have even been reports of teachers and male learners perpetrating these offences (George 2001:10).

Many learners across the globe are regularly exposed to violence as part of their schooling quandary (Naidoo et al 2017:1040). The atmosphere in the school environment that breeds violence can be ascribed to external influences since the

behaviour is mostly not learned in school but imported from home. Harber (2002:8) conceptualises school violence as a “multifarious construct that involves all criminal acts and aggression in schools that inhibit development and learning, and harms the school's climate.”

Furthermore, it was only from 1992 onwards that the label "school violence" came into common use as a term to describe violent and aggressive acts in school (Furlong & Morrison 2000:2). Juvonen (2002: 13) believes that school violence is not just restricted to urban schools but is also prevalent in rural schools. Violence is more common in public schools than private schools and specifically more among high school learners where dangerous behaviour is more widespread. Juvonen (2002:12) states that learners become involved in violent behaviour because of peer influence. These learners start by incorporating physical aggression like shoving and pushing, verbal harassment, public humiliation and bad mouthing of their victims into their behaviour. Linear and Morrison (2000:7) are of the opinion that males are more involved in school violence. They are much more likely than females to be physically aggressive at school and more likely to become the victim of an attack. Females do not participate in high-risk physical behaviour as often as males do; however, they are more likely to act in a socially aggressive manner than males. Females are also more likely to employ physical and verbal harassment as part of their behaviour than males. Galloway (2002:66) states strongly that schools ought to be a secure and safe space for the learners and not become an area of fear associated with teaching and learning. How violence presently impacts schools in South Africa requires schools to address the violence that remains tangled with racism as well as the effects of violence on teachers, while they also need to stop the perpetuation of a culture of violence in the South African schools. (Vally 1999:32).

The literature has shown that South Africa has a long way to go to reduce violence in schools and the communities (Vally 1999:2), as violence is still rife in most South African schools and communities. Teachers, principals, and learners have expressed increasing concerns regarding the presence of drugs, gangs, weapons, and crime on school premises (see Kenny & Watson 2003:90). According to Chala (2003: 44), the issue of school learners who perform poorly at the school and are unable to reach high school level are mostly related to the problem of bullying. Vally (1999:7) declares that most of the gang-related violence in schools is caused by issues that are unrelated to the schools, and ought to be given as much attention as possible. The high incidence of violence in South African schools and society has induced a feeling of disempowerment amongst all the education role players. The lack of management direction and a focus is clear regarding negative behaviours like alcohol and substance abuse, crime, and indiscriminate and unprotected sexual activities among teenagers that contribute to the incidence of school violence (Malan 1997:4). Vukani (2003:66) highlighted that school premises are found to be especially "dangerous", as most learners are experiencing bullying daily. The focus of this study is to examine how SMTs, in particular, are managing these various violent behaviours in their schools.

Simpson (2001:29) says that school management strategies influence the incidence of violence in schools. If instability and violence plague the community, this may give rise to gangs, which will eventually hamper the learning and teaching at schools in the community. The School Management Teams should deal with learners who are actively involved by applying the Code of Conduct for learners at the school. Last (2001:3) supported the identification of possible perpetrators by outlining the profiles of learners who may become gang members. A gang may typically solicit learners who see themselves as losers at school because they struggle with learning or may have language problems and so they eventually become members of the gang. This

scenario can be managed by SMTs through effective strategies. The learners who join the gang groups will be pressurised to commit crimes (Last 2001:3). Those that do not join the gangs need to find alternative ways to impress their peers, so harassment and bullying become everyday occurrences. Peer harassment is a form of anti-social behaviour that could become prevalent in whole segments of the school community. The argument is that even in these situations, safe schooling environments can be created and it is the responsibility of school management to ensure this. It is crucial that learners can grow and learn in a safe and secure atmosphere that is free from violence (Human-Vogel & Morkel 2017:345).

Schools play a critical role in the development of the socialisation skills of learners, and it is crucial that schools provide a secure learning environment to support learning and growth. Crime and the associated violence at school put the well-being of learners and staff at risk. It also contaminates and threatens the education objective of the country as a whole. There are also serious long-term emotional, psychological and physical implications for all teachers and learners if this situation is left unmanaged (Lamb & Snodgrass 2017:8).

Deen (2002:11) states that there has been an increase in sexual violence in South African schools and other education settings. The literature has also reported a rise in the incidence of rape in South African schools resulting from many factors, but a major factor was certainly the high level of violence. There is also a high dropout rate in school, with a significant cause being the inability of parents to pay school fees. Many of the affected Learners turn to crime, especially theft. In some cases, a family friend or relative would assist the learners in attending school in exchange for sexual favours. Hosken (2004:3) indicates that the high level of sexual violence in schools In South

Africa contributes to the high rate of HIV in the country, especially among young people.

One complicating issue in managing violence is the overcrowding at school, leading to an inability to manage the violence because of the learner-teacher ratio. Nevertheless, violence in schools cannot be ignored but should be managed effectively to achieve positive educational outcomes.

2.3 SCHOOL VIOLENCE INTERNATIONALLY

Espelage et al (2018:160) reveal that schools in the United States (US) experience extreme violence daily where learners are killed with weapons such as firearms. Some literature supports the view that the public perception of the frequency of violent acts is exaggerated to a certain extent by powerful media attention once incidents of schools violence occur, while most of the nation's schools are safe (Volungis & Goodman 2017:4). Further findings showed that, while gun violence was not common in the United States on any given day, there was a high level of violence in the US and many other developed countries (Alexander & Alexander 2011) which in a way was similar to the situation in South Africa. Furthermore, Brookmeyer et al (2006) and Goldstein et al (2008) claim that violence affects teaching and learning in schools globally and therefore require strategies to manage the effect on education outcomes.

Smith et al (2011) supported the World Health Organization's view that gang activity in schools around the world posed a risk to the safety and security of employees and learners. Intimidation of employees and learners by gang members has a massive impact on the teaching and learning setting and the perception of school safety. Furthermore, these gang activities should be managed (Fredland 2008) to create a peaceful world since these learners will provide our future leaders. The literature reveals that managing inappropriate behaviour and classroom disruptions are time-

consuming and take a toll on valuable educational time and the ability to engage with learners in support of normal educational behaviour. (Riley, McKevitt, Shriver, & Allen 2011). The World Health Organization expanded further on this in research about the growing violence, bullying, and chaos occurring daily in classrooms. According to Gerdes (2011), Langman (2011) and Marsico (2011), gunshot wounds are one of the leading causes of death among high school learners within South African schools.

Vally (1999:10) draws attention to the fact that the global community was riveted to the media coverage of the horrific massacre of thirteen high school learners in Columbine High School in the United States in 1999, but the overall incidence of violent acts in South African schools in 1999 surpassed the scope of the tragedy in Colorado. The United States government (2002:21) indicates in its Country Reports on Human Practices that a variety of factors, including unplanned pregnancies, domestic responsibilities (particularly in rural areas), and gender stereotypes contributed to high school dropout rates. Additionally, learners who were exposed to violence disclosed effects like the inability to focus, intrusive thoughts, worry and anxiety in their responses. Violence in schools is a global phenomenon and literature, particularly from the United States, has stressed that with the burgeoning violence in most schools, the global education system will be at risk if this problem was not addressed. South Africa and the United States are comparable in terms of the occurrence of school violence. However, the United States has refused to pass gun control laws and provide policy directives to resolve this problem. This inaction has led to news of gun violence almost every day in schools in the United States, and it should be a lesson for South Africa to develop stringent policies and empower school management to respond to the serious problem that continues to threaten the South African education system.

2.4 MANAGING VIOLENCE IN SCHOOL

According to Anyon et al (2018:341), the Department of Basic Education takes school safety seriously and as such, assigns an “apex priority” to address it. The Department has a variety of policies and measures to create a positive environment in the schools for all the stakeholders, including the school management, the teachers and the learners. The Department reiterated that there was no place for violence, drug abuse, molestation or any other criminal acts in its schools as these pose a big barrier to learning and teaching (Esser et al 2017:474). There is a good emphasis on the indoctrination of values and ethics to support the creation of a straightforward and caring society in schools, colleges and communities.

The Department viewed these ills in an extremely serious light, as these occurrences could result in depriving learners of their inherent constitutional rights to “life, education, equality and dignity.” Interventions have focused on upgrading parts of the physical infrastructure. The areas addressed included access control through elements like correct fencing, alarm systems and burglar bars. Also addressed were resilience-building programmes for youth and the strengthening of partnerships with relevant stakeholders (Dunn et al 2017:3444). The Department particularly strived to develop a solid partnership with the South African Police Services (SAPS), aimed at linking colleges with first line police stations and the establishment of helpful school Safety Committees.

Schools are therefore directly responsible for providing an environment that will lead to the provision of quality teaching and learning by, among other things, promoting the rights and safety of all learners, teachers and society (Dunn et al 2017:3447). A National School Safety Framework has been put in place to provide a management tool for Provincial and District officers responsible for the control of school safety, School Government Body members including the principals, the parent

representatives and co-opted members, other senior management team members, teachers and learners. The tool provides guidance through a framework to assist with the identifying and managing of the risks and threats associated with violence in and around schools.

The Framework is crucial in assisting all the responsible role players in understanding their responsibilities regarding the safety of the school. Another tool that can be useful in determining the right strategies for a specific school is the “National Strategy for the Prevention and Management of Alcohol and Drug use amongst learners in Schools” announced by the Department of Education. (Denzin & Giardina 2018:18, Grobler et al 2017:340). Chaplain (2017:12) supports the notion that the Department is tasked with the serious responsibility to provide continued leadership to protect the rights of all Learners in schools. The success of these efforts relies to a large extent on their collective efforts with the communities and schools to create a positive situation where the Learners are safe and can realise their full potential in class.

Netshitangani (2018:97) was of the view that the management strategy used by the School Management Teams should include a firm partnership with the South African Police Services (SAPS) geared towards pooling expertise and resources with the local police stations through the institution of functional school safety committees. Furthermore, he views the schools as crucial in instilling discipline and guaranteeing safety by applying the code of conduct for learners in the schools (Burnette, Datta & Cornell 2018:4). Schools are thus held directly accountable for creating an environment that contributes to the delivery of quality teaching and learning by, among different initiatives, promoting and protecting the rights and safety of all teachers and learners, and the society in general.

Dunn et al (2017:3450) supported the views that schools mirrored the communities; and controlling drug use in schools could successively stop drug use among the communities and so render them safe for all members of the community. He also promoted the idea that South African schools should be declared as drug-free and weapon-free zones.

Sexual harassment and violence especially hurt learning environments, raising concerns for aggression in the environment (Ryan et al 2018:190). The circumstances and conditions that our learners are exposed to as a part of their learning experiences require that the school managers deal with the poor conditions to ensure safety in schools (Garrick et al 2017:120). The guidelines for the management of sexual violence and harassment need to be developed and distributed to schools to empower the schools and communities to respond effectively to cases of molestation and violence against learners.

It is vital that societies and communities should be actively participating in addressing and promoting school safety, which will be positioned and guaranteed to school learners. The Department can continue in earnest to shield the rights of all learners in the schools. The success of those efforts relies for the most part on collective efforts of communities to co-operate with schools to make sure that learners should feel safe and realise their full potential at school (Bosworth et al 2018:359).

From the literature and policy document on school safety, it is clear that management strategies to resolve the violence in school should be aligned with the government policy on school safety and the established framework. However, the degree of variation needs careful management as well to ensure that the rights of learners are not violated, and to ensure school safety and compliance with the stipulated policies including the code of discipline, among others.

2.4.1 Discipline

School Governing Bodies play a very important role within the school in general and especially regarding the maintenance of sound discipline (Buka, Matiwane-Mcengwa & Molepo 2017:100). The South African Schools Act (Republic of South Africa, 1996a) supported the view that School Governing Bodies should adopt a code of conduct for learners as some way of "establishing a disciplined and purposeful school surroundings, dedicated to up the standard of the educational process". For this study, disciplined surroundings refer to surroundings freed from any inappropriate behaviour, principally referring to behaviour or action by learners that will harm their education or that will interfere harmfully with the atmosphere of learning within the schoolroom or with other school activities (Grant & Ray 2018:15).

Gillborn (2017:40) and (News24.com. 2006) also reported that South African schools have been receiving media attention worldwide about the incidence of violence in schools. The media reported on cases where learners were attending their classes armed with dangerous weapons, there were instances of learner on learner violence, learner on teacher violence, vandalism, theft, and frequent occurrences of learners in possession of prohibited substances like drugs and alcohol. A learner code of conduct in accordance with appropriate discipline for effective teaching and learning should be developed by the school management team (Monama, 2015). Jones et al (2017:7) highlighted the fact that poor discipline in primary schools and the state of education in South African schools confirm that there is a breakdown in discipline in schools. Bester, Du Plessis and Treurnich (2017:152) supported the issue by highlighting that teachers in rural secondary schools acknowledged that they had serious challenges when trying to discipline learners and that they were disempowered to intervene in learners' unruly behaviour. One major challenge for SMTs, in particular, is developing a separate code of conduct that will be in aligned with government policies, and that

will still comply with the constitutional rights of the learners. It is therefore important to examine if SMTs are handling this challenge.

2.4.2 Punishment

Afifi et al (2017:493) stated that the South African Schools Act (1996a) made it clear that corporal punishment was abolished in public schools and alternative measures to corporal punishment had to be applied to enforce punishment. The punishment methods can have an impact on the relationships that need to be established between the schools, the learners and their homes. Schools need to utilise inventive means for the disciplining of learners. The South African Constitution (RSA, 1996b) states that everybody has the right not to be treated or corrected in an exceedingly cruel, inhuman or degrading way. It is illegal for anybody to use corporal punishment in respect of any learners at public schools. Potgieter et al (1997:62) indicate that even if the parents permit the principals to use corporal punishment, the South African Schools Act still prohibits its use. The Department of Education (2000:7) is of the opinion that punishment does not promote self-discipline in learners at the school; instead, it evokes feelings of aggression or revenge and results in anti-social behaviour. This concern is another challenge that requires certain management strategies to overcome it.

2.4.3 The role of corporal punishment in causing sexual deviance

Those who lobbied for the banning of corporal punishment frequently argued that there were worrying sexual connotations in the practice. The argument was that corporal punishment was sometimes indicative of some sexual perversity (on the part of the individual inflicting the punishment) and could lead to sexual deviance (in the individual being punished). In some variations of this argument, it was claimed that sadomasochistic relationships could develop between the beater and the beaten. In other versions, the person responsible for the beating may sometimes, for instance

during the strange tradition of ritual spankings as part of birthday celebrations, experience sexual excitement from the beating, but not necessarily always. The beatings may also cause the beaten individual to become sexually repressed. It is no accident, the argument goes, that the buttocks are frequently chosen as the part of the anatomy to receive the punishment (Strauss 1994)

Those who object that corporal punishment may lead to sadomasochism are hardly ever explicit about the incidence of this happening, the course or progression to sexual deviance or the nature of the masochistic inclinations that they say are produced. It is crucial to be clear about this. Studies show that most human beings have been sexually aroused either in fantasies or in practice, through some slight masochistic activity, such as restraint or make-believe fights. Thus, some masochistic tendencies seem to be statistically normal. That does not prevent them from being undesirable. However, it is challenging to see how, in a generation with elevated tolerance of a range in sexual orientations and practices, we can constantly label mild masochism as perverse. If such inclinations provide possibilities for sexual pleasure without concomitant harm, then there is at least a case for the view that such inclinations in themselves are not to be regretted. Moreover, if one objects to those masochistic inclinations that lead to gratification through bondage or pain that is more serious, with a risk of injury, there is no evidence in the literature that normal corporate punishment, that should be mild and infrequent, leads to such inclinations. The available proof linking corporal punishment and masochism makes the connection solely with “milder types of masochistic fantasy and practice” (Strauss & Corbin 1998:48).

It is, of course, a possibility that a few individuals, whether they are parents or teachers, could derive sexual gratification from beating Learners, but is it a good enough reason to abandon the option of corporate punishment completely? Some

may argue that it could be possible that such individuals would administer corporate punishment for the wrong reasons or in an inappropriate way. However, if this were a concern, an option would be to place restrictions on the use of such punishment and strictly monitor and implement compliance in schools. There are some examples of similar issues in other circumstances. For example, given the intimacy of some medical examinations, the doctor-patient relationship may certainly have sexual undercurrents in some cases. One could argue that some medical doctors may become sexually aroused while examining their patients; at least we cannot eliminate that possibility, but because of the value and effectiveness of the examinations in the right circumstances, we cannot ban the examinations. The response has been to lay down guidelines and practices to limit the possibilities of abuse. While I understand that scientific examinations in the medical sphere are integral in the discipline in a way in which corporal punishment is not, corporal punishment might nevertheless fulfil an important function (Alston 1998:80).

2.4.4 Does corporal punishment teach the wrong lesson?

It can be argued that corporate punishment sends a message that violence is an acceptable way to settle differences or to respond to problems. One sets an example for an impressionable child that, if one disagrees with someone's actions, it is acceptable to inflict pain on that person. An extreme example given to illustrate the argument is hitting a child for hurting another child. The implied contradictory message is that it is wrong of the child to hit another child, but it is acceptable for the parents or teachers to hit the child they are disciplining. (Donald 2008:75).

Such messages do not just lead to confusion, but they create a cycle of violence, as the child who has been punished may then act out violence against other Learners and eventually against the teachers and the school property. As far as the long term consequences are concerned, it is alleged that a large percentage of people

committing crimes have experienced physical punishment as Learners. These arguments have given rise to the adage "violence breeds violence." (Strauss & Corbin 1998:49).

Three arguments can be raised to support the viewpoint that limited corporate punishment can be appropriate and more beneficial than other alternatives in the right circumstances. First, there is the "reductio ad absurdum" argument. The argument about the message implicit in corporate punishment may be overstated. If we suggest physical punishment for culprits teaches that violence is an acceptable way to resolve conflicts, then detaining a child after school or imprisoning convicts could be said to convey the message that forced detention is an acceptable way to deal with people who displease them. We could extend the argument to say that fining someone for transgressions is a way to teach them that forcing people to give up money or their possessions is a good way to resolve differences with them. If beatings were said to be sending a message, why not imprisonments, detentions, fines, or a multitude of other punishments? Applying the argument about corporate punishment sending the wrong message can be extended to all punishment to prove that punishment is wrong. It has to be discarded because the argument leads to absurd conclusions. Even replacing punishment with the remedy of counselling would still be vulnerable to a counter-argument, because therapy would imply that anyone who is not in agreement with our views was mentally ill and needed to be treated (Strauss & Corbin 1998:51).

This introduces the second argument. The objection against the implied message in corporate punishment reflects an over-simplistic view of human psychology. There is a huge difference between duly appointed or ex officio legal authorities like court officers, teachers or parents and the responsible use of their legal powers to punish transgressors, and teenagers or citizens in their personal capacities going around

beating each other, locking their enemies up or extracting lunch money from fellow learners. There is no reason why teenagers would not understand the difference. There is a compelling argument for punishing adolescents who are knowingly committing transgressions. To surmise that the affected learners and others can't extract the intended message, but instead will act on an unintended message, is to underestimate the express function of punishment and people's potential to recognise it (Cotton 2006:92).

There is a possible objection to the first two arguments. It may indeed be that, conceptually, the message conveyed through the punishment may be over complicated. Those who are confused by it may then continue to commit violence against others. Even if they were not responding to the unintended messages of the punishment, they may still ignore the intended message of the punishment and, responding to internal rage or through wilful intention, continue to inflict pain and violence on others.

This brings us to the third argument. There is inadequate evidence that the appropriate, restricted use of corporal punishment leads to increased violence. Although researchers like Osborne suggest a correlation between abnormal corporal punishment and increased violence, their research has some serious defects, as mentioned above, and the importance of his findings has been questioned in other studies (Osborne 2004:88). Nevertheless, suggestions by Professor Strauss, suggesting that additional experimental research has to be conducted cannot be ignored. However, even if it can be shown that there is some connection between corporate punishment and a propensity for violence, additional evidence is required to support an ethical argument against corporal punishment. From a consequentialist point of view, for example, one would have to prove that this unwanted effect is not

overridden by the benefits that might flow from appropriate corporal punishment (Strauss 2004:92).

There is also a group of arguments about the impact of corporal punishment on the relationship between teachers and Learners that have to be considered. These arguments speculate about what physical punishment says about the relationship between the teachers and Learners, how it affects these relationships and what effects it has on the effectiveness of education. It claims that a teacher employing corporal punishment is an indication that the teacher has failed to utilise other methods effectively to foster the required behaviour in the learners. In the first instance, the teachers should have resorted to incentives and other less severe punishments to try to moderate the behaviour of the learners. (Osborne 2004:90).

However, the literature states that one cannot support the view that the use of corporal punishment always or frequently suggests failure on the part of the teacher. However, it can be assumed that resorting to corporal punishment implies previous efforts using other methods to discourage unwanted behaviour must have failed (Cotton 2006:98). However, the failure could indicate a failure on the part of the learner or the teacher, and there is a significant difference between the two. It can certainly be said that the teacher failed to obtain a change and prevent failure in the learner. However, the teacher cannot always be held responsible for the failure. I am aware of the fact that the responsibility for the failure is too often laid at the door of the learners without fully taking into account the influences and the environment to which they have been subjected. However, there is also a danger that by rejecting this fallacious evaluation, the teachers and parents will be blamed for all the shortcomings in the Learners (Cotton 2006:102).

This argument can be expanded further. If we say that corporal punishment shows the failure of prior efforts, then we have to concede that the most recent efforts prior to the corporate punishment, (Cotton 2006:103), for instance detaining the child, equally indicate the failure of other even earlier efforts assuming an ethical approach of escalating efforts by the teacher. Once we consider this sequence of events, it becomes clearer that it would not be appropriate to blame just a failure of the teacher. Rejecting this argument would imply that we are blaming the teacher for the child not following the teacher's measured, ethical approach. Therefore, the argument that corporal punishment indicates a failure of the teacher could have been applied to all the previous outcomes of efforts by the teacher to correct the behaviour of the Learner, except the very first intervention (Cotton 2006:104).

Distractors view corporal punishment in many of the impacted schools as an indication of failed pedagogical relationships, and from this viewpoint, it is expected to compromise the schools further. It is perceived to aggravate the same problems it was supposed to fix. It is said that the Learners commence to worry about their teachers and view them as enemies rather than compassionate custodians of their well-being and development, whether mental or physical. Education cannot thrive in an ecosystem in which the adolescents are concerned about those who are supposed to educate them. This concern enables some other objections in this group of arguments against the view that physically punishing youngsters leads to an unquestioning acceptance of authority. If teenagers are concerned about their teachers, they are not going to participate positively in class or view the teachers presenting to them favourably. The question here is whether adolescents can be crushed into submission to authority (Cotton 2006:106).

The researcher has some sympathy for the more moderate viewpoint that corporal punishment may sometimes or even frequently lead to broken relationships between teachers and learners. The researcher also consents that teenagers can be and often are crushed into unquestioning acceptance of authority. Where instructors frequently use the cane and then use it with immoderate force, one can certainly expect the relationship with the Learners to become compromised. Teachers who frequently and relentlessly apply corporal punishment are feared rather than respected, though such teachers are normally not concerned about the difference. In these cases, one should not be amazed at all if the natural curiosity and urge to explore of the Learners have been blunted or completely suppressed. However, the researcher does not accept the premise that this is the unavoidable outcome of corporal punishment. There does not appear to be any reason to insist that appropriate, infrequent, and mild corporal punishment would be in all likelihood have these effects (Cotton 2006:107).

Furthermore, it is not just corporal punishment that can negatively affect the academic relationship. Learners who are regularly remanded to detention, banned from the classroom or just reprimanded (especially when this is done harshly and in front of the class), can experience feelings of estrangement and withdrawal from their teachers. One does not have to use a cane to alienate Learners by pressuring Learners into submission; the tongue can accomplish the same thing. The point is not to justify a morally wrong course of action by pointing out the existence of other similarly suspect actions. The argument is rather to target the excesses of the practices that cause the problems rather than the practices themselves (Cotton 2006:108).

The question is not just how frequently, and harshly corporal punishment is inflicted, but the sorts of behaviour for which it is administered. Where teens are harshly disciplined just for voicing unpopular opinions or for asking too many questions, the

argument that the discipline will lead to overly passive submission to authority is reinforced. Similarly, if Learners are caned for not being subservient enough to the teachers, the relationship between them and their teachers is bound to be negatively affected. However, if Learners are punished for genuine misconduct like bullying, theft, truancy or cheating, then the message that this behaviour is unacceptable should be clear enough. Teachers can promote genuine curiosity and help Learners to express their opinions even if not aligned with the commonly accepted popular viewpoints while at the same time punishing genuine misconduct.

2.4.5 Psychological effects of school violence

One argument that is used to attack the whole spectrum of corporal punishment is the claim that physically punishing people is degrading. The researcher supports the definition that degradation involves “a lowering of somebody's standing, where the relevant sense of standing has to do with how others regard one and how one regards oneself. It is the association between the way we understand how others view us and the way that we view ourselves that produces feelings such as shame. Thus, one way in which one might be degraded is by being shamed” (Alston 1998:70). To address this objection effectively, one needs to clarify whether the term "degrade" in this context has an objective normative meaning, that is to say, whether it reflects a judgement of wrongfulness. If it does not have an objective normative meaning, then the argument will not be sufficient to show that corporal punishment is degrading.

It will be necessary to show that it is unacceptably degrading before it can be judged to be wrong solely based on this argument. If according to Comrade, "degrading is taken to embody a judgment of wrongfulness, then a demonstration that corporal punishment is degrading will suffice to show that it is wrong. But then the argumentative work will have to be done in showing that corporal punishment is

degrading because it will have to be shown that it amounts to an unacceptable lowering of somebody's standing" (Comrade 1948:60).

Either way, the troubling question is whether corporal punishment implies an unacceptable lowering of the standing of the person undergoing the punishment. It should be noted some other forms of punishment can be said to lower people's standing even more than corporal punishment, yet they are not subject to similar condemnation. An example is imprisonment with the different indignities attendant upon it, including the severe invasions of privacy resulting from activities such as strip-searches and shared ablution facilities that require relieving oneself in full view of others; as well as imposed submission to the demands of the prison wardens, guards, and even the more powerful fellow inmates. One's intuition suggests that the lowering of people's standing is more severe than that implicit in corporal punishment as such, although how corporal punishment was meted out could aggravate the lowering of the affected person's standing. If corporal punishment was perceived to be wrong because it involved violating an intimate zone of a person's body, then the extreme invasions of prison inmates' privacy should also be seen to be wrong. Corporal punishment involves the application of direct and intense force to the body of the person being punished, but the researcher supports the argument that this does not constitute a more severe lowering of somebody's standing than employing less force in the course of a strip-search. Although the prison actions affect adult inmates while the corporal punishment would be imposed on Learners, the researcher fails to see how that difference would make the physical punishment of Learners worse (Cotton 2006:90). Especially in the case of young Learners, it seems that the element of shame would be less than that of adults, given that the sensitivity for shame increases as one grows up from being a toddler to become an adult. Therefore, if we think that

current practices in prison life are acceptable, then we cannot consistently say that all corporal punishment is wrong (Cotton 2006:94).

2.4.6 Corporal punishment and psychological damage

Corporal punishment is said to cause numerous adverse psychological effects, including depression, lowered self-esteem, heightened anxiety, inhibition, and rigidity (Strauss & Corbin 1998:35).

Although the literature provides evidence that excessive corporal punishment can significantly increase the possibility of such psychological harm, most of the psychological data is woefully inadequate regarding mild and infrequent corporal punishment and does not provide proof of these consequences in such cases. However, Strauss and Corbin's research, which is much more sophisticated than earlier investigations into corporal punishment, does provide support for the view that even infrequent non-injurious corporal punishment can increase one's chances of being depressed. However, this research is inadequate to demonstrate that mild corporal punishment is wrong. Firstly, the existing studies are not conclusive. Strauss and Corbin recognise the objection but think that the studies are compelling. The second point is that even if Professor Strauss' findings are valid, the nature of the data is insufficiently identified to justify a moral condemnation of mild and infrequent corporal punishment. For instance, the increase of depression, according to his study, is not substantial for rare physical punishment.

An example of the comment that the study is not conclusive for mild and infrequent corporal punishment can be seen by the findings on the occurrence of suicidal thoughts. According to the study, the chance of having suicidal thoughts decreases marginally after one incident of corporal punishment during adolescence. However, they then rise slightly from three to five episodes of corporal punishment. For ten to

nineteen instances of physical punishment, the likelihood of having suicidal thoughts is approximately the same as it is for those who have not been beaten at all during adolescence. As for the suggestions that mild corporal punishment does have some negative effects, the study indicates that “the effects are not substantial; there is a strong likelihood that they could be overridden by other considerations in a consequentialist calculation” (Strauss & Corbin 1998:40).

In other words, the authors recognise that some negative effects are not sufficient to make a consequentialist case against all corporal punishment. The possible advantages of corporal punishment would have to be taken into account before a definitive call on the value of mild, infrequent corporate punishment can be made. Moreover, as the evidence presented does not show any serious harm from mild and infrequent corporal punishment, there seem to be little grounds for suggesting that for retributivists the punishment should be regarded as unacceptably severe (Strauss & Corbin 1998:45).

2.4.7 Legal aspects of managing violence in schools

It is critical for School Management Teams to comply with all the legal requirements in dealing with sensitive cases like violence in the schools. Not complying with the requirements could put the school and its management team at risk of litigation against them, while it may also jeopardise legal cases instituted against perpetrators of violence. The Department of Education developed a Bill of Responsibilities as a reference framework to help the schools navigate through the minefield of legal requirements (National Religious Leaders’ Forum 2008:44). Teachers can use the bill to educate learners about the rights and obligations imparted on them through the country’s constitution. The right to equality requires the teacher to treat each and every person equally and fairly, and not to discriminate unfairly against anyone due to race, gender, sex, pregnancy, marital status, ethnic or social origin, colour, sexual

orientation, age, disability, religion, conscience, belief, culture, language, or birth. South Africa is a diverse nation, and the right to equality does not suggest that we are all the same.

The learners must attend school until they are of school leaving age, apply themselves to the best of their abilities, follow the guidance of the teachers, interact respectfully with the teachers and other learners, and adhere to the rules and the Code of Conduct of the School. At the same time, this puts an onus on the parents and caregivers of the learners to make certain that the learners attend school regularly and obtain their support in this. It additionally places the accountability to promote and impart the culture of teaching on teachers. This viewpoint should remain a guiding framework even for the schools in certain communities that have been affected by the incidence of violent crime and have regularly been turned into battlegrounds for gangs. Learners in some schools have also become victims of rape, sexual abuse, and bullying. According to Professor Kader Asmal (1999:26), while he was the minister of education, he recognised violent crime, vandalism, drug dealing, and sexual abuse in schools as serious encumbrances to the desired functioning of the school and the entire schooling system in general. This situation has not improved with teachers themselves being at risk and violence in opposition to teachers on an upward trend.

2.4.8 Use of self-discipline by schools to create order

Education does not function in isolation of the law. All schooling, administration, and learning need to comply with the regulatory frameworks (Prinsloo & Beckmann 1989:48). The administration of discipline ensures that the everyday activities of human beings in pursuing learning are ordered. For this reason, the deliberate and headstrong behaviour of everyone is checked against the agreed framework and is subject to discipline. Discipline ensures fairness. It is necessary that the pursuits and involvements in events in the schooling system by all stakeholders should be

protected. Encroachment on the rights or competencies of any of the stakeholders for any reason creates unfairness. Hosten et al (1995:4) define equity as the moral value, which serves as a norm to ensure impartiality when dealing with the competing interests of various legal subjects.

To punish, correct, or discipline a child is amplified by the Oxford Dictionary (1995:408) as “the practice of training people to obey rules or a code of behaviour”. From this definition, qualified by the nurturing character of the law of education, various characteristics of discipline can be distinguished. Security must be interpreted in its widest context. It implies the establishment of a secure environment for all the stakeholders where all the parties can be involved in a conflict-free way in their educational tasks. To realise a secure environment, it is necessary to ensure order, lawfulness, balance, protection, a future direction, and ongoing improvement. Similarly, these concepts also form the basis of discipline within the educational and teaching contexts.

The Education Laws Amendment Act, no. 31 of 2007 allows the seizure of objects in certain circumstances during a search. It also makes it lawful for school staff to search suspected scholars or organisations on the premises for unlawful drugs, knives or different weapons without requiring the learners’ consent (Government Gazette 2007:8). Nevertheless, even though teachers have the legal right to search suspected learners, it was the view of the former Education Minister, Naledi Pandor, in 1996, that this should only be undertaken on the grounds of reasonable suspicion that weapons or drugs would be discovered (School Weapons Search Bill 2007:4). The Amendment Act stressed that searches had to be conducted in a manner that was realistic and proportional to the suspected unlawful activity (Government Gazette 2007:5).

Furthermore, it also prescribed that principals had to advise parents within one day of a urine test being carried out in instances where there were any suspicions of illegal drugs. It additionally stipulated that parents had to be advised within a reasonable time of the results of the urine test. Section 8A (9) of the Amendment Act specifically stated that drug tests might only consist of the taking of a urine sample or other non-invasive tests. This restriction implied that blood could not be drawn for additional tests (Government Gazette 2007:5). Sithole (2007:1) recommended that schools should draft a consent structure to provide permission for such testing, which should be signed by all parents of the learners at the beginning of the school year. Sithole (2007:1) emphasised that school authorities no longer needed the consent of the learners to conduct a search. However, the police could only participate in the search if they had the learners' consent or a warrant. Any search needed to be specific about what was being sought and where it was expected to be found. Section 8A of the Amendment Act (Government Gazette 2007:5) stated that it was important to take notice of several considerations when conducting a random search of a learner's property. These include: (a) the interest and activities of the learner and other learners at the school; (b) the security and fitness of the learner or other learners at the school; (c) credible proof of unlawful activity; (d) all relevant evidence uncovered; and (e) the requirement that the search has to be performed in a manner that is professional and proportional to the suspected unlawful activity.

There must also be a balance between a learners' freedom from unreasonable search and the need for school officials to preserve order and discipline to protect the fitness and welfare of all learners (Sithole 2007:1). It is stated in the Amended Act (Government Gazette 2007:5), when a hazardous object or unlawful drug is discovered in the learners' possession, or when his or her sample tests positively for an unlawful drug, disciplinary action in terms of the school's code of conduct should

be contemplated. Furthermore, Section 7 (14) of the Amended Act (Government Gazette 2007:5) states that the school may not institute additional criminal complaints against any learner.

2.4.9 Carrying of dangerous weapons to school

Mhlongo (2017:80) highlighted that lately, learners have been bringing weapons like knives and guns to school, which encouraged them to act out anger and instigate fights with teachers or other learners. Kempen (2018:12) supported that during breaks there have been several instances where knifings and shootings have occurred. This tendency needs to be controlled by the School Management Teams to avoid the injuries that are happening in South African schools. A learner would usually bring a knife to school and ended up showing other learners that he had a knife, and nobody could do anything to him (Wallace 2017:88). Others around that individual would usually warn the School Managers so they could deal with the weapon and decide how to deal with the problem. (Underwood 2017:100).

Learners who brought knives to school instigated fear in those who saw them, and this would have to be managed by the management of the school. (Verrecchia & Hendrix 2018:66). The learner that brought the knife was usually suspended for a week and after that had to be observed. Murphy (2017:233) emphasises that schools that have experienced this kind of problem were faced with the emergency of having to respond to resolve similar issues almost daily. There was an argument that learners should receive a heavier punishment for bringing weapons to school. They should be given the strictest warning and not just be forgiven, leaving them to continue with their classes as if nothing had happened (Sadler 2018:10). Whether this was legally permissible or not needed to be determined by the school management.

Manu et al (2017: 6) acknowledge that the main challenge was to equip School Management Teams to manage conflict in non-violent ways in which teachers would specialise in handling such cases, properly assessing learners and giving them a reason to move forward and so allow the schools to lower levels of violence. According to Schwartz et al (2017: 1082), schools have to use a holistic approach to deal with the issues of discipline and must be equipped with the requisite human and material resources. There should be a documented and transparent policy on how to handle violence, starting from the appropriate discipline for bullying. Learners should be exposed to alternative measures as part of the disciplinary strategy, and this should be handled by professionals who specialised in conflict resolution and behaviour therapy.

2.4.10 Family violence

According to Pennell and Burford (2017:11), another issue that triggers school violence in the Republic of Kenya is family violence; this is also the case in South Africa. Family violence contributes to violence or aggressive behaviour and perpetuates the cycle of youth violence (Matsoga 2003; Oteyo & Kariuki 2009). According to Njoya (2008), learners in schools should not interfere with the security, health, justice, arranged data, warm-heartedness and peace in the schools. Patton et al (2017:11) add that whenever there is significant violence between spouses in homes or parents are perpetually absent from home, a feeling of insecurity and emotional shallowness develop within the learners which will eventually also affect the schools indirectly. Hattery (2018:17) emphasises that the cause of the tension between the learners and the schools where the School Management Teams should try to bring peace and harmony was expected to prevail in school environments. Therefore, there is a relationship between family violence and the tendency of Learners from such families to instigate violence in the school they attend.

2.4.11 How will discipline reduce violence in South African schools?

When it comes to the management of violence in schools, Carter et al (2017:220) are of the opinion that teachers, parents, and other stakeholders feel that the government has undermined their right to be consulted resulting in more violence. They complain that their voice has not been heard on the strategies that were needed to mitigate violence in their various schools (Hughes, Warren, Stewart, Tomaskovic-Dewey & Mears 2017:588).

According to Mayeza (2017:480), various education stakeholders played significant roles to lobby against the ban on certain punishments. As an example, Christian organisations took the Department of Education to court once to protest the ban on punishment. According to Belle (2018:48), cultural leaders insisted that punishment should be observed culturally and requested the reinstatement of specific punishments in schools. Wileys et al (2018:288) reveal that the South African Democratic Teachers Union (SADTU) supported its members after they were charged for administering punishment to learners, and teachers felt that, since corporal punishment was illegal, the ability of teachers has been diminished considerably. Lachman et al (2018:190) supported the idea that discipline in schools was an ongoing and commonly emotional issue because it was fuelled by the alleged belief that the ban on punitive options like corporal punishment was the reason for the lack of discipline in schools. The conflicting roles of stakeholders in the strategy to manage violence is still an ongoing debate in South Africa. However, it is important to understand what strategies SMTs are currently adopting without violating human rights, which is a focus of this report.

Joseph and Dinah (2017:251) reveal that dignity plays an important role within the South African Constitution, although dignity is not the only value where the constitution focuses on improvement. Borane et al (2018:41) emphasise that it is not correct to say

that dignity is defined in the constitution; instead, the constitution has been derived from the dignity inherent in everyone. So dignity can justifiably be considered as the cornerstone of the South African Constitution. Jain et al (2018:142) discern the consequences of not respecting the dignity of others in the South African history. Therefore, dignity should play a crucial role to inform and shape our schools, and the school discipline above all. In applying the concept of dignity, one cannot ignore the constitution and laws therein. According to Merrill et al (2018:22), dealing with violence in schools requires knowledge of the causes of violent acts and after that the formulation of strategy, such as the improvement of the communication with the learners. McLean (2017:5) examine the manifestation of violent behaviour and how best to support learners in relations to the school-family partnership. The management structures must establish connections with specialists from different disciplines to address the fighting and hindrance that foster school violence (Fraser 2017:10).

Spangenberg (2017:5) supported the idea of working with specialists within the field that dealt with aggressiveness at the school level to make an impact on the beliefs of the learners who were frequently criticised for violence. Moreover, Mason (2017:19) dealt with the variations between the extent of verbal and physical violence by the learners who were psychologically affected, in most instances the extroverted learners tended to be more violent and acted in more extreme ways. According to Chodkiewicz et al (2017: 78), it was the schools' responsibility to work cooperatively to help learners improve their behaviour.

Curtain (2017:13) supported the programme where the teachers completed management training to support the learners exhibiting dangerous behaviour. According to Carlson (2017:19), the intervention strategies required a balanced learning environment to avoid bad educational outcomes in schools. Cox et al

(2017:80) reflect that the teachers' efforts to pay attention to the code of conduct while not being judgemental was essential. Therefore, it is the teacher's responsibility to pay attention not just to the learner's words, but at the same time also to the gestures and so establish communication or a socio-affective relationship, subject to the guidelines, to meet the learner's needs in dealing with matters of violence.

It is Miller et al's (2017:89) view that the foremost common strategy for school security is the observance of learners as they move through the hallways and in public places wherever they congregate, like restrooms and the tuck shop. Furthermore, it is the responsibility of the School Managers to retain security guards to assist in patrolling the buildings. Novelli et al (2017:38) highlighted that in the most violence-prone areas, schools should have partnerships with the police to patrol the halls often. However, some teachers believe that a police presence has a negative impact on teaching, which a downside is for them.

According to Kester et al (2017:1420), some schools use neighbourhood societies as monitors and teachers' aides. Doing this can be cheap and might be an efficient warning since learners are very reluctant to behave badly once they are watched by somebody they frequently see within the neighbourhood. However, there must be a strong relationship between learners who are involved in violence to be the promoters of the campaigns in schools.

2.5 TEACHER INVOLVEMENT

Zhang et al (2017:443) view teacher involvement in the management of violence as an important strategy to obtain good results. Vollet et al (2017:635) highlighted that School Management Teams should deal with occurrences of violence and the responses to them, with teachers being involved since teachers know learners well through class interaction. This will help to collect information on behaviour changes

and the reason for certain violent acts. In addition, teachers' input will be valuable because they usually have first-hand information (Alon & Tal 2017:876).

Topping et al (2017:12) emphasise that training for teachers in handling and reporting violent activities will further help in creating a safe school environment. Varella et al (2017:498) supported the idea that training will help in spotting danger or plans for violence before it they are carried out. The training should cover the problems that comprise coaching for topics such as conflict resolution by teachers and other employees (Price 2017:15).

Power and Leili (2017:243) state that early intervention is important to prevent school violence by providing coaching in anger and impulse management, understanding of diversity, and mediation and conflict resolution skills which will assist in preventing learners from participating in violence as they mature. Casey et al (2018:235) supported the idea that early discussions concerning the negative consequences of gang membership would help in curbing violence. However, it is the responsibility of the School Management Teams to educate learners about the danger of using guns and point out the accidents that might happen which could result in the risk of being imprisoned (Wilkinson et al 2018:12). Price (2017:15) highlighted the need for coaching in stress management and reduction, particularly for school learners living in poor economic conditions or troublesome family circumstances, as it will facilitate the remodelling of negative feelings into positive coping skills. Jordan et al (2018:18) supported the notion that different School Management Teams should introduce assertiveness training to learners to assist learners in resisting peer pressure to participate in substance abuse. The School Management Teams should also make sure that schools supervise the training of a safety organiser or a committee to perform and coordinate anti-violence programmes. The School Management Teams need to

develop programmes that have a positive approach to violence hindrance by giving incentives for permanent behaviour changes, like a recognition and reward system as part of the school citizenship. The goal is to bring forth a change within the learners and the school climate so that constructive behaviour can become the norm (Jordan 2018:25).

Gregory et al (2017:120) highlighted that directions should be given in drafting the school code of conduct on the handling of violence to reduce the violence in schools. The increase of violent acts at school establishments should provide a compelling motivation for the publication of coherent directions regarding the hindrance, decrease, or maybe the elimination of unwanted behaviour. The School Management Teams should be geared up to teach learners to fight truancy and develop the mediation skills as suggested by the conflict resolution rules. According to Mayes et al (2017:471), it is the responsibility of the schools to develop plans that will assist learners and their families to be accountable for school rules and know how to resort to mediation and initiate individualised interaction in various ways with the school's disciplinary council. Crenshaw et al (2018:10) supported the idea that the school needed to develop learners who were willing and able to assist with the knowledge and counselling skills to assist other learners, especially when they were exhibiting aggressiveness and violent behaviour.

According to Fanon (1963:37), the departure point to address violence and its effects on an individual is indicated by his or her specific experiences; and outlines all the potential and negative aspects of violence for the individual. The idea is that "the potentiality of violence derives from the colonial context that the violent act is seeking to uproot. The colonial rule is maintained through violence and repression" (Fanon, 1963:38). Fanon supported the notion powerfully by emphasising that colonial rule

was the bringer of violence into the home and the mind of the colonised population and even asserted that violence was the “natural state” of colonial rule (1963: 61). According to Fomunyam et al (2017:198) parents in most instances inscribed the colonised subjects with notions of inferiority associated with an absence of sympathy and rationality to their learners as being prescribed the environment in which they were living. Therefore, the colonial subject was “dehumanised” by exploitation to such an extent that ‘it turns parents into associate animal’ (Fanon, 1963:42). It then became natural for the parents to deploy violence inside the colonial context, as a result of the subhuman colonial subject.

For the colonial subject, purgative parents of exploitation through violence could also be a cathartic experience, which was clearly explained in the book called “In Black Skin, White Masks” that dealt with the delineation in every society. According to Fanon, “in every society, in every collectivity exists, ought to exist, a channel and associate outlet through that the forces accumulated inside the forms of aggression could also be released” (Fanon, 1952: 145). The literature uses the term to clarify a state of affairs where there are feelings of pity and worry to be relieved by an associated intervening event (Aristotle, 1996). Fanon (1963:42) supported this term as unresolvable from the colonised subject’s experience of violently ridding himself or herself of colonial rule. However, the colonial subject can restore their control over their political life.

The physical act of violence perpetrated by the revolutionary reminds learners of the humanity that they share with their colonisers. Sartre (1963:19) supported the idea in the introduction to “Wretched of the world” in which he usefully delineates the tactic of colonial revolution as “man recreating himself.” Fanon (1963:86) also highlighted that collectively it provided the way of physical, mental and metaphysical ‘freedom’. Fanon (1963:94) suggested that “violence frees the native from learners from the complicated

despair and inaction, which causes the learners to be fearless and restores their self-respect”.

The physical violence that pervades exploitation is exacerbated by the structural violence of the colonial system that sees the “systematic negation” of the colonial subject’s humanity (Fanon 1963: 250). In this regard, the violence may cause the physical and mental damage to societies and their families, which need to be attended or bring the solution towards the problem (Duku & Salami 2017:118). The violence collectively becomes problematic once it associates itself with a political goal. Finally, violence will confuse people that have the freedom to reclaim the associated identity that they had longed for; however, it is difficult for people to follow to remain committed to a process that was very slow to yield perceivable results. This is a new perspective to the study of violence in school and therefore should be considered in trying to manage it.

Summary

This chapter review conceptual meaning of violence and what it means for South African school system. The meaning of violence is blur by experience stakeholders and also influences the idea who should be responsible for management of violence in schools. As a result the idea of violence in schools, particularly in South Africa has been depoliticised and therefore becomes an intellectual problem rather than a social issue.

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CHAPTER THREE

CONCEPTUAL AND THEORETICAL FRAMEWORK

3.1 CONCEPTUAL FRAMEWORK

Reichel and Ramey define a conceptual framework as “a set of broad ideas and principles taken from relevant fields of enquiry” that is used to structure an argument as well “form part of the study to be scrutinized, tested, reviewed and reformed as a result of investigation” (Reichel & Ramey 1987; Smyth 2004). According to Jabareen, a conceptual framework is “a network or plane of interlinked concepts” that collectively grants “a comprehensive understanding of a phenomenon or phenomena” (Jabareen 2009:51). Lester holds that “a conceptual framework is an argument” that in concept has been chosen for investigation, and any expected relationships between the framework and the research question is a positive indication (Lester 2005:460). According to Miles and Huberman, a conceptual framework explains “both graphically or in a narrative form, the predominant things to be studied, -the key factors, constructs or variables and the presumed relationships among them, and can be rudimentary or elaborate, theory-driven or common-sensical, descriptive or casual” (Miles & Huberman 1994:18).

According to Maxwell, a conceptual framework is a set of “concepts, assumptions, expectations, beliefs and theories” that helps and informs your research (Maxwell 1996:25). The study uses the chosen conceptual framework of “teacher's duty of care” for addressing the strategies for managing school violence. The approach provides some conceptual clarity of the concepts while the document analysis describes practices that meet the conceptual parameters for which they are intended.

The concepts for understanding the study are based on the principle of "teacher's duty of care" towards learners (Guba & Lincoln 1989). This concept of teachers' duty of care towards learners flows from the principle of "in loco parentis" which refers to acting "in the place of the parent" and legally obliges teachers to protect the school learners as if they were their own (Smit 2010:6). Maithufi (1997:260-261) in Prinsloo (2005:9) refers to "two co-extensive pillars of the in loco parentis" role that teachers play, namely, "the duty of care (which implies looking after the physical and mental well-being of learners)" and "the duty to maintain order at a school, which implies teacher's duty to discipline learners."

The legal obligations of the teachers also require them to act as "diligens paterfamilias" which means acting "like a reasonable, caring person" (Oosthuizen & Rossouw 2008:85). Teachers are considered to have failed in their legal roles, and it is considered a delict of duties if they neglect their responsibilities and the learners in their care are exposed to harm because of that (Oosthuizen & Rossouw 2008:84). Oosthuizen and Rossouw further state that this implies that in addition to their educational skills, they should act like a vigilant, reasonably identify possible danger and take action to prevent it. Therefore, teachers who exercise reasonable care to take care of their learners are acting within the prescriptions of the law, can avoid unnecessary lawsuits and in the process may save the state and themselves a lot of money and stress by avoiding lawsuits. Oosthuizen and Rossouw (2008:97) further confirm that because teachers have received professional training and are experienced in typical child behaviour, a high standard of care is expected of them in the reasonable person test. Teachers should consider the inexperience, physical and mental immaturity of the Learners who may act impulsively.

Neethling, Potgieter and Visser (1992:140) argue “the duty of care does not refer to a general obligation, but refers to an obligation towards learners in the care of a specific teacher”. Oosthuizen and Rossouw (2008:86) caution that a teacher should avoid unlawful conduct or wrongful acts that may lead to physical, mental and emotional harm to another person, such as a child. Thus, the teacher can be at fault by intent or negligence, may be held liable and may be dealt with in terms of the principles of the "law of delict" also known as the "law of tort", and may be charged for negligence.

The teacher's obligations to provide care towards learners is a departure point for understanding the actions to protect the learners in the school. This study endorses the viewpoint that all the teachers have a duty of care to protect the learners proactively from any form of violence, as this is a legal and moral obligation. The study aims to assist the school managers in managing strategies for addressing school violence and for ensuring that teachers perform as expected by law.

3.2 THEORETICAL CONSIDERATION

A theoretical framework is defined by Anfara as “any empirical or quasi-empirical theory of social and psychological processes, at a variety of levels (e.g., grand, mid-range, and explanatory), that can be applied to the understanding of phenomena” (Anfara.2008:871). Bak (2004:17) highlighted that a framework is essential for guiding the research, for ensuring consistency and for determining the boundaries of the study.

A theoretical framework is defined in the literature as a set of related principles similar to a theory but not worked-out in as much detail. It is also described as “a structure that identifies and describes the major elements, variables, or constructs that organize your scholarship” (Borgatti 1996:8). According to Ennis (1999:129), “a theoretical framework of an empirical study refers to the system of concepts, assumptions, expectations, beliefs and theories that informs the research.” Vithal, Jansen and

Jansen (2013:17) highlight that “theories are formulated to explain, predict, and understand phenomena,” and in most cases “to challenge and extend knowledge within the limits of the critical bounding assumptions.”

3.2.1 Theories of school violence

Birkland et al (2015:36) highlighted that most school violence is “a problem originating from the school, from society or from the individual. Most theories are a variation of one of these three contexts or a combination of them.” The following section sets out some of the most cited theories for the origin of violence, organised according to their context such as individual, school and environmental. The theories are described in the sections as well as qualifications setting out why they are not always appropriate to fully explain the school violence in South Africa (Varela, Zimmerman, Ryan, Stoddard, Heinze & Alfaro 2018:496).

3.2.2 The individual context

Biological theory and rational choice theory are two of the most popular theories that point to the individual as the cause of violence. Rational choice theory holds that “all individuals are rational beings, and as such, our decisions are based on a simple weighing of benefits and consequences” (Lo, McKimm & Till 2018:346).

The “School Violence in Context” theory states that individuals choose behaviours that benefit them and avoid behaviours that will have negative consequences. This theory has some relevance to the school policies as, for example, the basis of the zero-tolerance policies, which essentially aim to convince learners that if they do not abide by laws and policies, the consequences will be terrible (Coetzer, Bussin & Geldenhuys 2017:5).

It also provides the rationale for some security initiatives, including the posting of police and visible security equipment at school in schools. The objective here is to convince

the rational person that it would be a bad choice not to abide by the school policies since this will lead to a confrontation with the security structures (Casella 2006). However, some researchers hold the opinion that violence is not just a simple choice but is strongly influenced by biological factors. The biological theory states that some individuals are more inclined to violence than others are and that they have been born this way (Gould 1981; Lombroso 1876; Martineau 1996). This theory, therefore, holds that violence is inborn. This theory is often used to explain why boys “act-out” more in schools than girls do. The increased reliance on behaviour modifying medication for learners shows the effect of this theory in shaping school practices. Despite their significant effect on school policies, both the rational choice theory and the biological theory have limitations in explaining violent behaviour comprehensively as neither considers the effect of environmental factors.

3.2.3 Environmental factors

In the context of a society like South Africa that is experiencing profound social transformation, it is expected that the resulting environmental factors will have a profound effect on individuals’ actions. Therefore, it is logical to assume that school violence does not just stem from factors related to individuals’ rational choices or biological predispositions. As an example, a significant amount of the school violence of the 1980s stemmed from political violence, activism and gang-related activities rather than rational choices or biological dispositions (Glaser 1998a; Marks 2001). With much of the violence being blamed on gangs, Glaser (2000) pointed out that the formation of many gangs could be traced back to a number of historical and political factors, including forced relocations, masculine identification and ethnic rivalries and the frustration of desires rising from this culture (Merton 1957). Hirschi (1969) explained that desiring success was legitimate; but when that person was unable to achieve success through legitimate means, he or she may turn to illegitimate means

in desperation. As an example, poverty and the hardships it causes within families could cause normally peaceful learners to act violently towards others. The problem here is not the aim or objective of the affected person, but rather the frustration caused in the affected individuals by the structural impediments resulting from the poverty. These structural impediments frustrate the efforts of the individuals to achieve the objectives that their culture deem desirable and legitimate (Gorchani Siyal, Jessar & Jamali 2017:1).

Merton's strain theory is often put forward as an explanation for the causes of juvenile delinquency in a general sense. However, in this study, the theory is used to account for disruptive behaviours in school, submitting that schools put up barriers that prevent individuals from acquiring what they see as a legitimate goal and rightfully theirs. Casella (2001:23) highlighted the applicability of the theory in the study of hostility by a learner trapped in a lower social class who is frustrated by his designation and acts-out because he or she feels short-changed (Casella 2001a).

Some researchers hold labelling theory as being positioned very well to address the context of schools. Proponents of this theory believe that teachers, school management and other learners tend to label learners in particular ways that stereotype them and postulate limits for them. Subsequently, learners "live out their labels" (Becker 1963). This is the concept of a self-fulfilling prophecy as defined by researchers like Rist (1970). A learner may be viewed by school management as having behavioural problems, be put in a class specifically for learners with behavioural problems, and then "live out" his or her label by acting the way everybody else in the class does. Those who do not fit into the narrow definition of "normal" as defined by the schools are deemed abnormal and treated for their abnormality. These individuals may become hostile and aggressively contest their classification and

treatment. Even if they do not dispute their classification and treatment in a hostile way, they will still be deemed non-conforming due to their identities, not their actions.

Strain theory and labelling theory may certainly have much validity in the South African context, as they do in other countries. Some important research has led to the conclusion that a significant amount of school violence is associated with school factors including labelling and strain but other school factors like disorganisation and, what Devine (1996) called a “culture of violence,” also played important roles. (Hawkins et al 1998; Leoschut & Burton 2006). However, trying to explain all aspects of violence in South African schools just by referring to labelling theory and strain theory run into problems. One anomaly is, for instance, that a significant amount of violence in schools is perpetrated by people of privileged backgrounds, involving middle-class and wealthy whites against poor blacks and coloureds. These middle-class and wealthy whites are not labelled negatively and do not experience significant environmental strains in life.

3.2.4 The community context

Social control theory, social learning theory and social disorganisation theory all address the community context in understanding the causes of violence and indicate the multi-layered approach to understanding violence. In some research, especially that of Hirschi (1969), this theoretical approach has focused specifically on learners.

The basic tenets of the social control theory are that functioning communities in societies have controls that promote peacefulness and adherence to the laws of society. These controls include internal controls, such as values, norms, beliefs, self-esteem, morals and self-control; as well external controls like adult supervision, positive relationships with law-abiding peers, commitments to members of the community, participation in sports and other conventional activities. According to this

theory, the combination of internal and external factors lead to an unstated and indirect pull that will tend to compel individuals to refrain from indulging in delinquent behaviour voluntarily. Individuals who adhere to this theory believe that violence is then caused by an individual's lack of engagement with typical social controls. Thus social control theory states the importance of having a stake in the community and relationships with parents, peers and school staff to become susceptible to the social controls needed to prevent delinquency.

Social learning theory, originally developed by Bandura (1971), argues that individuals learn from other people in the community through observation. Social learning theory explains criminal behaviour by stating that association with people in the community who engage in crime lead to criminal behaviour in the affected individual. This is the "influence" argument if a youth becomes friends with other youths who are involved in criminal activities, or frequently plays violent video games or become addicted to violent videos it will affect the way he or she acts negatively. Learners sometimes mimic what they see on television or the actions of unruly youths and parents. Because this theory focuses on cognitive processes, teachers have eagerly adopted it.

Where social control theory explained the benefits of functioning communities in creating environments that nurtured law-abiding citizens, social disorganisation theory explains that communities that do not function have higher crime rates, in other word location matters. Sheley et al (1992) supported the notion that the violence in the schools was a reflection of issues in the community. Social disorganisation theory contributes an additional dimension to the theory by indicating how macro factors, like the composition and population turnover of the community, can influence micro-level outcomes like the behaviour of individuals. It also incorporates elements of strain theory, rational choice theory, social control theory, learning theory amongst others.

Laub and Lauritsen (1998:132), in their discussion of the merits of social disorganisation theory, have argued that “communities lacking strong local institutions such as well functioning schools, strong churches, and successful businesses have a reduced capacity to exert informal social control over residents’ behaviour”. This is an argument co-opted from social control theory.

Short (1997) argued that individuals from poor cities often have nothing to lose, and therefore make choices to act violently that people in other communities would not make. This approach uses supporting arguments from social disorganisation theory and rational choice theory to explain the higher incidence of violence in poor urban neighbourhoods. The theory’s connection to strain theory is also obvious, as there are factors arising from disorganised communities that can limit the chances of young people to achieve their life goals. They may feel this as “strain,” and then resort to lawless acts in their pursuit of perceived legitimate goals. In general, the promoters of social disorganisation theory and other community-related theories will promote their broad view of violence that looks at the environment beyond the individual and the school. However, they confine their analyses to communities rather than nations and do not consider historical contexts.

While they focus on the social environment and not just on the individual, they ignore the political contexts that may contribute to the production of violent circumstances. In our country, South Africa, where politics and the history of school violence have played such a large role in present circumstances, it would be shortsighted to restrict the analysis to the present community. School violence is a multi-layered phenomenon; therefore, understanding all the factors contributing to school violence and deciding on a response require an appreciation of all the theories related to the subject (Leone et al 2000:1). What is required is a theoretical explanation of the phenomena of assault

or other aggressive acts, which is our aim. Various theories attempt to explain the phenomena, but, although relevant, because they are all incomplete, they struggle to address the perceived motives fully and arrive at a comprehensive and stable explanation about aggression. (Leone et al 2000: 1).

3.3 BEHAVIOURISM

Literature suggests that the philosophy of behaviourism has a strong preference for psychological explanations, focusing on external human behaviour, which can be observed (Geyser 2000:32; Steyn & Wilkinson 1998:203). Steyn and Wilkinson (1998:203) state that it is a philosophy, which deliberately breaks away from the previous interpretations that provided explanations for human behaviour as just being driven by deep-seated internal explanations such as anger, love, power, fear, and sex. The ideas of behaviourism and the techniques for behavioural engineering had its origin in the research of Pavlov and Watson; however, Skinner pioneered the practical implementation in many fields of modern-day life (Bargh & Ferguson 2000:926; Barnes- Holmes 2003:146; Ozmon & Craver 1999:222).

Ozmon and Craver (1999:222) commented on Skinner's extension of the theory to politics, economics and different social structures. He strongly promoted it as an instructional approach that was more practical than any other was. The major goals of behaviourist strategies are to change behaviour by incorporating additional ideal instructions (ibid: 224). A number of assumptions are made in the representation of behaviourism. For the behaviourists, among other things, human behaviour is overt, observable and measurable (Brennan 1991:327; Geyser 2000:32; Steyn & Wilkinson 1998:203). In addition to this, it is assumed that the measurable and observable behaviour is knowledgeable through the stimuli from the environment.

Ozmon and Craver (1999:223) noted that behaviourists viewed the learner as an organism who had already been programmed enormously before coming to school. This programming was executed by, among others, parents, peers, siblings, influencers, and media like television. For Skinner, one reason why humans bothered making choices was that the programming they received on morality had been contradictory, parents often said one thing about an issue and did something else in real life (Ozmon & Craver 1999:223).

With this background, Skinner desired to replace the unpredictable and haphazard conditioning that most people experience with something systematic and meaningful (Ozmon & Craver 1999:223). Skinner distinguished between education and conditioning. He did not consider that the thinking was free and wholly of one's own volition from the outset. Ozmon and Craver (1999) stated that whatever kinds of necessary judgements learners made or ideas they embraced were "already predicated on ideas with which they have been in the past conditioned" (Ozmon & Craver 1999:223). Although many behaviourists used positive and negative strategies to reinforce behaviour, Skinner strongly endorsed positive reinforcement (Barnes-Holmes 2003:149; Ozmon & Craver 1999:224).

Behaviourism finds its paradigmatic home in the predictable, fully understandable mechanistic worldview. It sees human behaviour as an overt, observable and measurable construct; and assumes the existence of absolute truth that can be fully known. Describing behaviourism through the lens of the scientific paradigm, it can be said that in behaviourism there is a direct relationship between cause and effect and predictable outcomes for interactions that can be explained by logic and through deductive reasoning. In the preceding paragraphs on pragmatism, social reconstruction and indispensable theory, there seems to be an apparent contradiction

in the underlying concepts rendering the claim that violence includes these factors unbearable. In essence, each of these theoretical approaches requires changes to school management practices to address the violence. It is just in the case of behaviourism that such a change would not be required.

3.3.1 Behaviourist Theories

According to Storey (2016:35), leaders have different approaches depending on their strengths; they see patterns of behaviour in different ways and manage it according to their different “styles of leadership”. This area of research has probably attracted the most attention from practising managers. The theory of management styles influenced all the behavioural theories, with a focus on human relationships, along with output and performance. Specifically, the strategy of effectively used participative management proposed in Douglas McGregor's book has had a very significant impact on managers. According to McGregor, a manager's leadership strategies are influenced by a leader's assumptions about human nature.

Some researchers state that the average human being has an inherent dislike of work and will avoid it if it were possible. Because of this characteristic of human nature, it is assumed that most people must be coerced, controlled, directed, or threatened with punishment to get them to pursue organisational objectives adequately. This implies that the average human being prefers to be directed, wishes to avoid responsibility, has relatively little ambition, and wants security above all else. However, according to Amanchukwu et al (2015:10), people exercise self-direction and self-control to achieve objectives to which they are committed. According to Kelloway and Gilbert (2017) “the capacity to exercise a relatively high level of imagination, ingenuity, and creativity in the solution of organizational problems is widely, not narrowly, distributed in the population, and the intellectual potentialities of the average human being are only

partially utilized under the conditions of modern industrial life” (Kelloway & Gilbert 2017:196).

3.4 PSYCHOLOGICAL THEORIES AND VIOLENCE

According to Offord et al (2016) “psychology, as a discipline, largely attributes the causes of violence to individual and familial dysfunction or pathology” (Offord et al 2016:292). There are complex links between family situations and violence committed against strangers. The road to violence needs to be considered at an individual level, the characteristics of perpetrators, their immediate circumstances, and the type of violence committed by them need to be determined. Indeed, an understanding of individual differences in criminal violence is critical for planning effective rehabilitation strategies.

However, this personalised individualistic model may be over simplistic as it often does not include the processes operating at political, social, economic, cultural, and historic levels in the situational analysis to obtain a perspective on evil (Antonakis & Day 2017:38). There are exceptions, most notably the contributions by social psychology, which focuses on examining the different roles of victim versus perpetrator rather than the internal makeup of the psyches of the people. Guilford Press explores the relationship between “ordinariness” and the capacity for committing evil acts rather than just explicating the behaviour of those who are extreme in their maladjustment, being prone to sadism, bigotry or hatred.

Reddy et al (2015:49) highlighted that a limited perspective on violence is used when applying those concepts and theories that facilitate an understanding of extreme or chronic criminal violence rooted in individual characteristics and pathology. This research document describes conceptual models for analysing and understanding violence by integrating multiple psychological constructs from varying schools of

thought. These models also assist in describing violence as a condition of human nature and violence as the consequence of a damaged psyche. According to Offord et al (2016:300), “theories relating to human nature encompass psychobiological vulnerabilities, evolutionary psychology, and classic psychoanalytic theory.” The theories relating to a damaged psyche are presented as a set of concepts that address problems with self-regulation, attachment, shame, self-concept and self-esteem, and cognitive-behavioural processing. (Antonakis & Day 2017:27).

3.4.1 Theories on the Political Economy of Violence

This section discusses theoretical perspectives on violence from the interdisciplinary field of political economy. Relevant theories include classical theories, neo-classical theories, and radical theories. **Classical theories** of political economy emphasise the interrelationship of economics and politics. Leigh et al (2016:28) note that although classical theories proposed that the cost of labour determined value, neo-classical theories hold that utility determines value. Radical political economic theories had their origin in the teachings of Marx and provided a critique of capitalism as an oppressive force that the working classes should rise against (Lippit 1996). This section asserts that classical political economic theorists tend to view conflict and violence as an inevitable outgrowth of capitalism. Free markets offer competitive opportunities and advancement to those bold enough to grasp the opportunities and exploit them. For those who do not succeed, the blame for failure is placed on their lack of ability and efforts. From this viewpoint, poverty is seen as a matter of personal choice rather than because of macro-level, institutionalised inequalities (Bogotch 2014:55).

The neo-classical theorists expand the classical political economy theory to explain the underlying causes of race riots. Neo-classical political economy theorists assert that “conflict arises from rational choice where the occurrence of race riots can be explained by using a cost-benefit analysis and exclude socio-political factors, poverty,

race, discrimination, and class status” (Shapiro & Stefkovich 2016:35). The riots occur because the possible benefits of engaging in violent behaviour outweigh the most likely consequence or the cost. The benefit of violence could be seen as the accumulation of benefits like increased status or power. The political-economic argument here is that individuals weigh the alternatives with the “opportunity costs” of violence and violent behaviour being taken into account in the individual determinations. The cost-benefit analysis will vary from individual to individual based on a variety of macro-level factors like “class status, economic necessity, power differentials, and/or access to resources” (Beare, Caldwell & Millikan 2018:18).

Interestingly, the cost-benefit analysis implies that if there is a perceived gain to using violence, an individual will utilise violence to achieve that gain. In this way, radical political economic theory applied to societal violence describes the possible causes of race riots along with indicating an overlap within the fields of sociology and criminology (Olzak, Shanahan, & McEneaney 1996). Racial violence and conflict is a complex phenomenon influenced by individual, socio-political, and economic factors that are by-products of capitalism.

According to Bolman et al (2017:32), radical theorists proposed that competitive markets free from controls tend to create and perpetuate conflict and unrest between the “haves” and the “have nots” in society.

Furthermore, even potential serious consequences may not suffice to dissuade individuals and social groups from engaging in violence. The actual costs of engaging in violence are often distributed randomly; therefore, the risk of punishment may not be sufficient to guarantee prevention. There are several socio-political factors identified by political economy theory as possibly playing a role in violence in society (Storey 2016:46). Specifically, political theory notes that a previous history of violence

in a community increases the likelihood of future violence, as does a previous history of segregation impacted by eventual interracial integration (Olzak et al 1996). The identification of the macro-level factors contributing to violence and the knowledge of the instability caused by sudden social and economic shifts provide a window into possible ways to predict and, thus, perhaps avoid incidences of future violent conflict and unrest where such a combination occur.

3.4.2 The revolutionary theory of violence

Fanon advocates violent revolution within the context of an anti-colonial struggle. He contends that violent revolution is an absolute necessity in this context because of the inherently violent nature of the colonial world. Colonialism “is violence in its natural state, and it will only yield when confronted with greater violence.” According to Fanon, violence is a necessary ingredient of liberation without which there could not be genuine freedom. He sees this violent break with colonialism as the only true decolonisation and the only guarantee of sees authentic liberation. In light of this, Fanon sees national liberation and national renaissance leading to the restoration of nationhood to the people and commonwealth. However, Jansen (2017:8) highlighted that in this regard, there may be new developments, although decolonisation is always a violent phenomenon. He agrees that decolonisation is a violent phenomenon because it represents the meeting of two forces, opposed to each other by their very nature, and validated by the existence of the other.

Therefore, he believes that the colonial system will be preserved in the process of decolonisation. This implies that the settler never ceases to be the enemy, the opponent that must be overthrown. Fanon shared the same view with Satre that the dialectic is the practical consciousness of an oppressed class struggling against its oppression. This dialectic can only be resolved through “the dialectical reciprocity of antagonism.” As Fanon puts it, the violence of the colonial regime and the violence of

the colonised people balance each other and feed off each other in an extraordinary symbiosis. Samier (2017) views decolonisation as necessarily violent because it seeks to right a situation that has been created by violence in the colonial world. “Just as colonisation seeks to violently uproot the colonised people from their cultural placing and make them inhuman, so is decolonization a veritable means of creating new persons, so that natives become human during the same process by which they free themselves” (Samier 2017: 271).

Furthermore, Fanon argues that decolonisation cannot take place unnoticed, for it influences individuals and modifies them fundamentally. Decolonisation transforms spectators and victims crushed by their subservience into privileged actors on the global stage and in the history books. It establishes a natural rhythm, introduced by the new men, and with it a new language and a new humanity. Decolonisation is the veritable creation of new men when the thing, which has been colonised, becomes a man by the same process by which it frees itself. In Fanon’s view, therefore, it is only through violence that man creates himself.

According to this view, violence restores the humanity of the colonised man, which has been eroded by colonial violence. Fanon further contends that irrepressible violence is neither sound nor fury, it does not represent the resurrection of savage instincts, nor even the effect of resentment, but it is man re-creating himself. No gentleness can efface the marks of violence left by colonialism; only violence itself can destroy them. The native cures himself of colonial subservience by thrusting out the settler through force of arms. When this rage boils over, he rediscovers his lost innocence, and he comes to know himself in that he himself creates his self.

Violence within the context of the anti-colonial struggle becomes the necessary means of raising the colonised person from a situation of alienation from his own identity to

the discovery of true self. For Fanon, anti-colonial violence is justified when it is directed towards reclaiming of the humanity of persons to whom this has been denied. Therefore, to win genuine respect and dignity, the colonised people must force the settler's recognition through physical violence. The colonised man can only reclaim his humanity by strenuously and completely rejecting all the values that characterised the settlers. In addition, Fanon claims that violence has a beneficial effect on the natives' state of mind. For Fanon, it contains a purifying element or cleansing force, which purges the natives' soul of psychological ill feelings accumulated because of the evil of colonialism, which included oppression, police brutality, racial discrimination and psychological abuses.

In the words of Fanon: "At the individual level, violence is a cleansing force. It frees the native from his inferiority complex and from his despair and inaction; it makes him fearless and restores his self-respect." The native man only achieves psychological liberation and is rid of his inferiority complex when his oppressors have been removed violently and the existing political and socio-economic structures have been violently changed.

Fanon notes, as stated before, that the colonial world is white-dominated. It is white to the extent that the colonised people internalise the racist standards of the colonisers and begin to fight against themselves. He now urges "black men to overcome their inferiority complexes by killing the white men within themselves. However, this is only possible through violence. Indeed, it is the intuition of the colonised masses that their liberation must, and can only, be achieved by force. Since anti-colonial violence is a redirection against the "perpetrators of the violence of colonialism itself, it will liberate the colonised people from inferiority complex and bring back "their lost self-respect, courage and their sense of self-worth." Fanon contends that the settlers first flouted

the universal norms of conduct by denying the natives equal right to human dignity and respect and relegating them to the status of subhumans. Thus, his concern is not to comply with the universal norms, but to repel the oppressor through violence as a cathartic liberation of the soul.

In this regard, he argues that the native is applying a value system where morality means to remove the settler's oppression, to end his flaunting of violence. The well-known principle that all men are equal will be illustrated in the colonies from the moment that the native can claim that he is equal to the settler. Fanon, therefore, believes that the violence is justified to free the natives from their dehumanising experience and restore their human dignity, identity and self-worth. Besides, Fanon thinks using violence for freedom unifies the people on a national basis and builds solidarity among them. He explains that a violent struggle would re-unite the native intellectuals with their people and the intellectuals would abandon individualist principles, which the colonialist bourgeoisie have made them embrace, and then absorb their own rich and cherished traditional values.

In the words of Fanon: "The practice of violence binds them together as a whole, since each individual forms a violent link in the great chain, a part of the great organism of violence which has surged upward in reaction to the settler's violence in the beginning. The groups recognize each other and the future nation is already indivisible. The armed struggle mobilizes the people, that is to say, it throws them in one way and in one direction." In Fanon's view, therefore, the armed struggle builds solidarity among the natives and introduces into their consciousness "the ideas of a common cause, of a national destiny and of collective history." For Fanon, when the masses are partakers of a violent struggle towards their national liberation, their confidence is built up, and political consciousness is raised. Fanon insists that only revolutionary violence can

liberate man's consciousness and create a new man, for "the colonized man finds his freedom in and through violence." He thinks that all attempts to elucidate African history and juxtaposes it with European history are only the corollary of a profound inferiority complex. For instance, he argued that an attempt to study the African past and romanticise it through the lens of the negritude movement could not solve the African problems, and is futile. However, Fanon agrees with Satre that negritude is anti-white racism, which merely negates white supremacy without an effective strategy for black liberation. He expressed growing discontent with the idea of watching history unfold itself without any action.

3.5 MODELS OF AGGRESSION

3.5.1 General Affective Aggression Model

Several theories about aggression and its onset commonly focus on individual factors as the major cause of aggression. A current theory concerning aggression and violence, namely the General Affective Aggression Model, proposed by Anderson (Baron & Byrne 2002:444), suggests as expected that aggression is caused and promoted to a large measure by several variables, being either situational and individual (person) factors. A complex set of factors, therefore, determines aggression. The different factors and the intervention possibilities are set out below.

3.5.2 Intervention Model

The best-known intervention programme aimed at reducing bullying in school was developed by Dr Dan Olweus among learners in Norway and later Sweden in the 1980s after the death of three victimised boys in Norway (Olweus 2001:60). Motivated by the suicide of the boys, Norway supported the improvement and implementation of a complete programme amongst young people in school. The goal of establishing primary prevention programmes in existing schools is difficult to achieve, but it is worthwhile to pursue. The challenge facing the interventionist is the need to

demonstrate that his effort will have substantial positive effects, and the requirement to implement his approach physically in an institutional setting where learners may not respect his efforts. Although several of the programmes described provides evidence of positive outcomes, none has been widely accepted within the local educational community. Successful future efforts may depend upon an increased sophistication in the techniques of analysing the social system of the school and of designing preventive interventions that fit the needs and tolerances of school personnel.

3.6 APPLICATION OF THEORIES TO SCHOOL VIOLENCE

3.6.1 Risk factors related to school violence

Dawes and Donald (2000:113) described factors that increased the likelihood that learners would be at risk of developing pathological behaviours compared to the general population. Risk-factor research has investigated the common background factors amongst learners prone to unfavourable outcomes; these could be discipline problems, possibly leading to delinquency and eventually to violence. By comparison with the required conformity and using the eco-systemic approach, these risk factors have been identified in the ongoing interaction between the behaviour and the intention in the social setting.

Risk factors include the characteristics of the individuals, their peer groups, household factors, their community, and their race, whether the school is gender-based, and the interaction between the humans and their environments (Smith & Carlson 1997:234). Although it is acknowledged that many structural and personal elements may influence parents and violence is assimilated by imitation, extensive evidence exists to suggest that in almost every case there is a link between the situation at home and the predisposition of the learners to act out in the school surroundings (Rock 1997:84). In light of this reasoning, individual, family, community, or school risk areas are mentioned below.

3.6.2 Individual factors

Individual elements might consist of a difficult temperament, impulsivity, lack of empathy, expectations of responsible behaviour over and above the learners' abilities, and a history regarding violence as a victim or perpetrator. Impulsivity is related to school violence; junior learners who stop to consider their actions are more likely to choose conformity rather than a more violent alternative, as they are more vulnerable.

Learning difficulties cause additional strain for a learner prone to violence, further add to the stresses experienced by a learner with a propensity for violence, and eventually contribute further strain on his or her emotions and feeling of disablement (Bemak & Keys 2000:18-19). Learners' reactions to their traumatic lived experiences also differ depending on what transpired, how long it lasted, then the degree of imitation experienced as a child. For example, learners who were jointly confronted with the effect of a stabbing at school would be more traumatised than anybody who was not affected by the threat. Learners that are affected by trauma or stroke at school at any stage may eventually succumb to the pressure due to the severity of the trauma and the possibility of additionally taking part in extreme activities, such as bullying and gang-related activities (Raundalen, cited in Evans 1996:45).

Some learners demonstrate better behaviour after experiences that included trauma depending on their "relative cognitive ripeness enhances disclosure and coping" (Evans 1996:45). Physical fitness plays a significant role as well; healthy learners are accordingly better able to cope emotionally and psychologically than those that are in poor health (Evans 1996:45). Learners who utilise constructive coping techniques are in a better position to conform and manage their emotions than those who emotionally amplify the difficulties and sink into despair and hopelessness (Mercy, Krug, Dahlberg & Zwi 2003:3).

3.6.3 Peer factors

Govender and Killian (2001:1) further provide an explanation for the group among the adolescent learners who demonstrate improvement from an early stage. The group of friends has a powerful impact on their behaviour. Adolescents are additionally more likely to adjust their reactions through the influence of their friends or siblings than their parents, especially if their household is experiencing discord. When young adolescents' between schools are without status, respect, or prospects, those can easily be recruited into criminal gang activities at school. This may alienate them from their communities and may initiate or sustain the cycle of violence (Emmett & Butchart 2000:209). Learners who are part of gangs are especially vulnerable because the modus operandi of the majority of gangs consists of introducing them to criminal activities as their priority. The adoption of violent behaviour by learners is frequently ascribed to the traditional initiation processes in organisations of peers. (Bemak & Keys 2000:16-17).

3.6.4 Family factors

Aggressiveness or the insistence on over-rigid rules by a parent could put young learners at risk in schools; because parents who are over strict and enforce their will at all costs do not become positive role models for their learners. Any learners who hold such parents in deep regard could repeat the same mistakes and may additionally end up violent when the situation offers itself, especially in school holidays. The family lifestyles determine the environment into which the scholars must develop good manners about what is appropriate in imitation of the parents (Barbarin & Richter 2001:204). Families may also contribute according to the incidence of violent behaviour by accepting the learners' use of such behaviour as a problem-solving strategy.

When parents were employed in the recent apartheid era, the households were positioned far from the areas where their daily activities occurred (Louw & Bekker 1996:65). Although the situation has now changed the interaction between parents and learners took place almost entirely at weekends. Their parents also work lengthy hours, which are traumatic for them and their learners, especially concerning the time they have to depart from their homes very early in the mornings or usually return late at night. This develops excessive stress among family members; who wish to curb violent tendencies but are faced by the misbehaviour of adolescents (Lockhart & Van Niekerk 2000:4). Usually, dwelling conditions are deficient, which leads to greater anxiety, while neighbourly support is largely absent (Mabogoane 2004:35).

When teenagers are saddled with dysfunctional families, have to live in large townships and have to accept their circumstances, then it diminishes hope, they feel powerless and are upset by the difference between their expectations and the reality that may last a lifetime. They become radical during the high school years and look for ways to express their feelings (Evans, 1996:8). Other factors, such as divorce, separation, homes without adult supervision, in addition to poor parent-child relationships, also amplify the dynamic because in the flawed situation the needs of the learners are forgotten (Richman & Frazer 2001:47).

3.6.5 Community factors

Violence among schools might also be caused because relationships are spoiled by the impact of the broader community (Patton 2011:66). The involvement of community organisations in school safety planning may assist in addressing the problem of school violence. This can be supported by direction from government and legislative acts that create synergy between the blending of community and school structures and improved safety in schools. In a similar style with parental involvement, schools that

have more community involvement can share common goals with the broader community. This joint efforts to realise goals could have a positive effect on the level of violent behaviour at the school. (Sheldon & Epstein 2002). Addressing learner behaviour and school discipline with family and community involvement leads to the recognition that relationships between school and communities could embrace mentoring, partnerships, and help with patrols (Patton 2011). However, Phillips et al (2014) determined that influences from community agencies and organisations failed to predict resiliency at the school level.

Furthermore, Ensink (1997:1527) suggests that an amount of alcohol consumed by an individual can make an individual less inhibited, thereby increasing the possibility of violence. Therefore, the indicated remedy is to resolve the addiction, which will result in the teens no longer being traumatised after they have recovered. Many individuals who partake of drugs or alcohol are unjustifiably sure that they can choose to stay out of trouble because they assume they can enjoy the pleasure associated with the habit but limit and control their use of the substances. Adolescents are especially vulnerable in this regards. (Lewis 1999:126). In areas such as Cape Town, the abuse of crystal methamphetamine ('tik') has reached alarming proportions not seen anywhere else before. Since the drug first became a visible problem some fifteen years ago, the number of people seeking assistance for addiction has tripled.

"Tik" is inflicting great suffering on households; some young females follow bad examples and fall into prostitution to feed their habit; in some cases, this leads to suicides. Taking "tik" is a compelling daily event for an estimated hundred thousand "tik" customers. In the Cape Town region, the number of modern-day teenage customers is escalating at an ever-increasing rate (SABC 3 News 2005:1). A vision of easy money, the image of the drug dealer, designer clothes, flashy jewellery and

steeply priced athletic shoes play a big role in motivating learners to sell drugs. The glamorous image of drug dealers in the media explains why learners, including those who are not involved with drugs, embrace the image (Curio & First 1993:29). Drug dependency additionally has a negative impact on schoolwork; abstention is the only way to retain one's self-respect. There is a fertile breeding ground for drug use in schools where many drug users start their habit (Hinkle & Henry 2000:10).

3.6.6 Racial factor

Most research done by 2004/2005 showed that despite significant efforts to desegregate white, Indian and coloured schools, and a significant move to provide access to the better resourced urban schools to learners from the townships, most of the leading schools in South Africa remained largely monoracial (State of the Nation 2004-2005:216).

This suggests that the efforts of the Department to provide access for the black city learners to the better-resourced urban schools have not been wholly successful; even though the Department can prescribe the policies for the schools for learners of a specific age.

3.6.7 In loco parentis

The expression, directly translated, literally means 'in the place of the parents'. Black (1979:708) defines it as having the implied meaning "in the place of the parent; charged, factitiously with a parent's rights, duties, and responsibilities." Classen (1976:218) defines it as "In the place of the parent. Those who have been entrusted by the parents with the custody and control of underage learners are said to act in loco parentis for the learners." People who are acting in loco parentis include teachers and hostel staff (Hosten et al 1979:502). From the preceding theory of societal relationships, the parent-teacher relationship and the definition of in loco parentis into

account, the practical implication is that someone acting “in loco parentis” does not replace the parent or the guardian, as the primary teacher can never be replaced.

The parent is accountable to God and the law to fulfil his duty as the parent and custodian of his child. The teacher acts in partnership with the parent and is accountable to his associate to educate and teach the learner professionally in the physical absence of the parent. The authority delegated to the teacher as an ‘in loco parentis’ agent to exercise authority over the learner, is both delegated power and original power. The parent delegates the authority to the teacher but the teacher also receives original authority from school structure, which acts within the societal relationship and its own sovereign sphere with its own power structure. The very nature of the teacher’s authority and the way it can be exercised is defined and qualified by the school and its societal relationship. The maintenance of discipline in school can, therefore, be described as being of an unusual character, especially when compared with the maintenance of discipline in the family and the state.

The teacher also has an obligation to act as custodian for the learner as a minor for the time that the learner is entrusted to the teacher. The teacher has a duty of care towards the learner for his or her physical and mental protection. This duty of care is also part of the teacher’s obligation to his or her associate, the parent, to provide a safe environment where the teaching and learning can occur optimally. In addition, the rights and obligations of the teacher as an in loco parentis person determine that the teacher has the right and obligation to maintain school rules and punish transgressors. He is also obliged to provide a safe environment for the learner.

According to Hosten et al (1979:14), the result of man’s sinful nature is his inclination to disobedience. This attitude is also present in learners at school, necessitating the presence of school rules and associated punitive measures. In this study, it is

assumed that the School Governing Body (SGB) in conjunction with the School Management Teams (SMT) has a legal mandate to draft the school rules and administer the punishment. This mandate is defined by the relevant legislation and the associated legal principles, of which the 'in loco parentis' principle is the defining one.

3.6.8 School rules

School rules can be defined as the instructions and procedures, which are administered by the teachers to maintain order and discipline among the learners and create a standard of quality for learning and safety. According to Felmy (1983), "Effective discipline programs are built around a philosophy that is communicated by a few clear, concise rules" (Felmy 1983:68). Apart from the fact that the teacher is providing a safe environment where effective teaching and learning can occur, he also has to communicate to the learners and his associates, the parents of the learners, what the educational objectives are. (Partington 1984:125). School rules cover topics such as the starting times and duration of the school day and specific lessons and activities; the dress code and physical appearance of Learners; the behaviour of learners inside as well as outside the classroom and during extra-mural activities, and standards for keeping the buildings and the school grounds clean (Oosthuizen, 1990:119).

The school rules must be compliant with the educational laws and regulations and must be made known to all involved. The rules should be as clear as possible and may differ from one school to another depending on their requirements. The governing body of the school who acts as a representative of the parental community must approve the school rules. The role of the parent-teacher association is strongly emphasised by this ruling since both parents and teachers participate in formulating the school rules.

The school rules should be as fair-minded, reasonable and fit for purpose as possible. When learners violate the rules, the teacher as an *in loco parentis* person, and by the authority of the statutory powers vested in him, may exercise reasonable discipline to enforce the rules.

3.6.9 The basis of the teacher's duties

The legal duty of parents to protect their child from danger is rarely discussed. Learners very seldom sue their parents for neglecting to protect them against danger. This can be attributed to certain practical reasons and considerations. Most authors agree that parents have a legal duty ensure the safety of their learners and prevent their child from being discriminated against (Beckmann 1989:50-51; Conradie 1948:39; Spiro 1971:88). The authors differ, however, on the legal basis of this duty of care. One point of view originating from Roman-Dutch law is that the natural relationship between the parents and the child (which commences with conception) is the basis of this duty. Other authors maintain that the duty of care stems from the duty of parents to educate their child (Comrade 1948:397). According to van der Vive and Jobber (1985), "the import of the protective duty of parents or guardians is that they should protect a child from danger by taking precautionary measures and adequate care to prevent injury to the child" (Van der Vive & Jobber 1985:612).

Authorities all agree that a teacher does have a legal duty to keep a learner safe (Beckmann 1989:50-51; Henderson 1987:435; Schimmel & Fischer 1987:104; Van Wyk 1987:88). Just as is the case of the parent or guardian, there is no agreement regarding the basis of the teacher's duty to ensure the safety of learners. One viewpoint is that the legal duty to protect a learner from danger is delegated by the parent to the teacher (or to the school). According to this viewpoint, the teacher's delegated legal duty would be no different from that of the parent or guardian of the child. The opposing point of view is that the teacher has an original duty, independent

of that of the parent or guardian, regarding the safety of a learner under his or her custody. According to this viewpoint, the obligation would be different from that of the parent or guardian. Beckmann (1989:50-51) holds the opinion that the teacher has an original as well as a delegated legal duty of care. It is unnecessary to finally settle the argument of whether the teacher's legal obligation is original or delegated to establish legal liability. The teacher's legal obligations in this respect may, in fact, flow from:

- The position of authority held by an teacher (Van Wyk 1987:88)
- "The special relationship that exists between an teacher and learners" (Neethling, Potgieter, & Visser 2006:66; Van der Walt 1979:32)
- Control over dangerous objects (Van der Walt 1979:32; Neethling et al 2006:67).

Learners may be exposed to a variety of dangerous situations in and around a school or during school activities. The legal implications arising from these situations are different from case to case. Teachers and any person who acts as the head of a school should be keenly aware of the general legal principles relating to the legal liability that are applicable in these situations. Several steps can be taken by teachers to eliminate the problem of school violence, and so address one of the possible dangers that a learner may face.

3.6.10 The legal principle of diligens paterfamilias

Diligens (good), paterfamilias (father of the house or family) in other words, it is expected of the teacher to be as caring as a concerned parent. This means that a teacher is expected to take care of Learners in the same way as a caring parent. Other factors that the courts consider are the age and maturity of learners, the nature of the activity they are involved in and the environment. The role of the teacher is defined as that of the "diligens paterfamilias" (sometimes also referred to as bonus paterfamilias),

which Merriam-Webster (1985:355 and 862) defines as “the father of a household who shows the attention and care legally expected or required of him.” Judge Harcourt (cited in Bray et al 1989: 103) explains the concept of the “*diligens paterfamilias*” as “someone who not only ventures out into the world, but also engages in affairs and even takes reasonable chances.” At the same time, he takes reasonable precautions to protect his person, property and other people entrusted to him, and expects others to do likewise, for instance expecting the teacher to act like a “*diligens paterfamilias*.”

The expression, therefore, implies that “the law expects of the teacher to act as prudently as a good father does” (Beckmann 1995:56). Beckman also points out that it is expected of the teacher to be prudent and be held accountable for delictual liability should he not exercise his duty of care (cf. 4.5.2). Baxter (1991:488) states that the legal basis set out seeks to allocate the risks of social activity according to the standards of behaviour of the actors. Reasonableness has been adopted as the minimum acceptable standard of behaviour of the teacher. This standard of care which the law requires to ensure the safety of learners is further explained by Prinsloo and Beckmann (1988:122) in terms of the conduct of an imaginary legal concept; namely, the reasonable person (cf. 3.2,3.2).

The law requires the standard to which everybody has to conform as the degree of care that would be exercised by a careful and prudent man, the father of a family and a man of substance, who would be held accountable in case he failed in his duty. This sets a high bar for the standard of conduct required. The test is not the diligence of the man, but that the man should be aware of and on guard against possible dangers, and should take the necessary steps to guard against them. However, Prinsloo and Beckmann (1988:122) points out that it should be kept in mind that anybody must be judged in light of the limitations imposed on him by human nature.

3.6.11 The reasonable teacher

The law requires a higher degree of care of the teacher in his professional relationship with learners than the degree of care where he is dealing with adults. (Beckmann, 1995:53; Prinsloo & Beckmann 1988:121). When there are any risks in the environment or activity that could endanger the learner, it calls for the exercise of even more care than would otherwise be required (Prinsloo & Beckmann, 1988:121). However, before any legal judgement can be made regarding the level of care exercised in a specific case, the actions of a reasonable person in a similar situation with Learners would have to be considered. The higher standard of care expected of the teacher is considerateness normally expected for disabled and infirm persons; however, with Learners, their disability is complicated by a predisposition for sudden, unpredictable, heedless, irrational behaviour. Boberg (1984a:355) states that the reasonable person is aware of the possibility of such behaviour and guard against it. The teacher is expected to keep the learner safe against a variety of dangers. In accomplishing this, he is expected to foresee any reasonable possibility of injury or harm to the learner that may arise from the environment or the activity to the extent that any reasonable person could foresee it, and to take whatever steps a reasonable person would take to prevent it.

3.6.12 Summary

It is apparent that violence in schools has a complex origin and cannot be attributed to a single cause or factor. Teachers have to use their authority to create orderly surroundings conducive of promoting effective teaching and learning. The preservation of order within a school can be performed by using a range of means, all of which are subject to constitutional principles, applicable legislation, South African common law, and case law. Bullying must no longer be regarded a "normal" stage of child development. Rather, it ought to be seen as a precursor for more serious violent behaviours that necessitate immediate and effective intervention by way of a caring

adult. We want to make society safer for all; schools want to supply leadership by instituting anti-bullying techniques that encompass early intervention, adult training, and school-wide anti-bullying interventions for high school learners (Furlong, Morrison, & Greif 2003). In Chapter 4, the discussion will be about research design, methodology, and record collection, utilising School Management Teams of the schools that are sampled.

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CHAPTER FOUR RESEARCH METHODOLOGY AND DESIGN

4.1 INTRODUCTION

The methodology chapter of this thesis provides details of how the thesis developed and progressed. It outlines the objectives of this study, discusses the philosophical assumptions underpinning this study, the research approach and design, methods used to sample participants and research sites, methods employed to collect and analyse data and steps taken to ensure the trustworthiness of the study. The chapter also provides details on ethical issues that were taken into consideration to ensure that this study was ethically conducted.

The following research objectives guided the research study in investigating this critical educational issue:

- What are the changes that the School Management Teams should establish in the understanding of school violence?
- How do the School Management Teams perceive school violence?
- How do the School Management Teams manage school violence?
- What are the challenges experienced by School Management Teams in addressing school violence?
- What are the emerging trends of school violence in South Africa?
- What are the best practices in managing school violence?

4.2 RESEARCH PARADIGM

The researcher used an interpretive research paradigm to bring about awareness and understanding of how School Management Teams use strategies for managing school violence in schools. The interpretive paradigm uses qualitative methodologies to interpret and describe social realities (Basse 1995:180). The researcher's findings in qualitative methodology are usually reported descriptively using words (Mutch 2005:26). The interpretive research paradigm treats people as research participants and not as objects as in the positivist paradigm.

The reason for using this paradigm, since the study is qualitative, is that it allows a researcher to interact with participants in the research process to assess and explore how participants construct meaning out of context. The link between the topic and the paradigm is that participants may have different meaning or understanding of School Management Teams in managing the school violence.

A paradigm encompasses the concepts of ontology, epistemology, methodology, and methods (Dieronitou 2014; Scotland 2012). Ontology is a term that refers to one's perception of reality while epistemology refers to the perceived valid and acceptable way of generating, understanding and using the knowledge. Methodology refers to how the researcher plans to collect and analyse data while methods are techniques and procedures that the researcher use to implement the plan (Wahyuni 2012; Scotland 2012).

In this study, the researcher's ontological and epistemological standpoints are that (a) knowledge is constructed through social interaction; (b) how individuals interact with their social worlds differ and, (c) therefore, the realities they construct will reflect these differences (Merriam, 2009). In this study, the researcher believed that to understand how the School Management Teams bring good strategies to manage violence in

schools; the researcher should interact with documents, videos, newspapers and participants where possible.

Peggy, Ertmer and Newby (2013) concur with the above authors and maintain that within the constructivist/interpretivist paradigm, the existence of the real world is acknowledged, however, knowledge comes from the individual's interpretation of their own experiences. It, therefore, seemed appropriate that this study was conducted within the constructivist/interpretivist paradigm as the researcher sought to understand and explain the experiences of the School Management Teams in dealing with the strategies of managing school violence (Ponelis 2015). By adopting a constructivist/interpretivist framework in this study, the researcher was able to ask open-ended questions, which allowed participants to construct their individual meaning of their experiences of managing school violence during their interaction with the researcher.

Typical of studies conducted within the constructivists/interpretivist' paradigm, the researcher depended on the views of the participants regarding the phenomenon under study to deeper understand and interpret the experiences of transition (Creswell 2014).

4.3 RESEARCH APPROACHES

Research approaches refer to strategies for conducting research that stem from comprehensive assumptions and leading to particular methods of data collection, analysis and interpretation (Creswell 2014). The following are possible research approaches: quantitative, qualitative and mixed methods. According to Creswell (2014), a study can either be quantitative or qualitative. The difference between quantitative and qualitative research approaches is that quantitative uses numbers, while qualitative uses words. \On the other hand, the mixed method is described as a

research approach that is in the middle since it integrates features of both qualitative and quantitative approaches (Creswell 2014). A qualitative research approach seemed to be appropriate and was used in answering the main question for this study, namely, “What are the strategies used by School Management Team to manage violence at school in selected Gauteng schools?”

4.4 QUALITATIVE RESEARCH APPROACH

Several researchers define a qualitative research approach differently. Mack, Woodsong, Macqueen, Guest and Namey (2005) view qualitative research as scientific research that seeks to understand a particular problem from the point of views of the people studied. Creswell (2009) states that qualitative research refers to a methodology in which researchers explore and understand the meaning that individuals or groups attribute to a social problem. According to Maree (2010), qualitative research is research that attempts to collect rich descriptive data regarding a particular phenomenon in a specific context to develop an understanding of what is studied. The researcher’s decision to use a qualitative research approach was based on the following: the researcher sought to understand the School Management Teams experiences of managing school violence that they have experienced.

Therefore, a qualitative approach was the only one that allowed the researcher to study the behaviour of participants in their natural context, which is impossible in quantitative research because quantitative research uses unnatural settings such as laboratories to study human behaviour (Johnson & Christenson 2009). The qualitative research approach was able to accommodate both constructivists’ and interpretivist’ paradigms within which this study was conducted (Flick 2009). As opposed to a quantitative approach where highly structured data collection methods such as surveys are used, the qualitative approach allowed the researcher to use flexible interviewing as a data collection method (Padgett 2009). Therefore, with a qualitative

approach, the researcher was able to collect detailed data on the experiences of the School Management Teams for managing violence in schools by interviewing them. The researcher's intention to conduct this study was not to generalise but to gain a rich and complex understanding of the strategies that the School Management Teams applied to manage school violence. That became possible in qualitative research because he takes priority as opposed to quantitative research, which promotes data to be generalised to larger populations (Creswell 2014; Mack et.al 2005). The qualitative approach allowed the researcher to be a key instrument by collecting data himself using an interview protocol developed by the researcher himself instead of using instruments developed by other people as usually happens in quantitative research (Creswell 2013; Kumar 2011).

The qualitative research approach also allowed the researcher to interact with the participants in their natural context, which is the selected schools during the data collection process (Creswell 2012; McMillan & Schumacher 2014). The qualitative research approach also enabled the researcher to obtain rich descriptions in the form of words, which gave an in-depth description of the School Management Teams' strategies to manage school violence (McMillan & Schumacher 2014). According to Kumar (2011) and Creswell (2013), in qualitative research, it is typical that the researcher should focus on the participants' meaning of the phenomenon and not what is being written in literature. Therefore choosing qualitative research approach for this study created an opportunity for different voices of the participants to be heard as participants attached meaning to their experiences of dealing with violence in schools to assist both the learners and teachers during interviews (Yin 2009). The qualitative approach allowed the researcher to interview participants without any predetermined ideas of how participants would think or act (McMillan & Schumacher 2014). The

paradigm within which this study was conducted was also a determining factor regarding which design could be used (Creswell 2009).

4.5 RESEARCH DESIGN

A research design is an outline or a plan for gathering and organising data (Merriam 2009). In other words, a research design is a plan that the researcher draws up to determine how she or he will go about conducting research. Yin (2012) suggests that to develop a research design, the researcher should look at the purpose and research questions of the study because they will determine which design is more appropriate. The research design that the researcher decided to use in this study was a qualitative case study. A case study, according to Kumar (2011), could be anything such as a person or a group or even an event. However, for it to be called a case study, it should be studied as one thing. The researcher acknowledges that even though the case study is dominant in qualitative research, it also prevails in quantitative studies (Kumar 2011).

The researcher's decision to use case study design is based on his belief that very little is known about how the SMTs manage the strategies of reducing school violence in different schools. The case study made it possible for him to explore and understand the phenomenon holistically. It provided the researcher with an in-depth understanding of how the SMTs will know their roles in managing the school violence. This design seemed relevant for the focus of this study, which was particularly extensive exploration and understanding, and not on confirmation and quantification. It also proved to be appropriate for this study as it accommodated the researcher's intention not to generalise to any population beyond similar cases to the SMTs strategies of managing school violence under this study. In other words, this design was chosen based on its ability to obtain a rich description that is transferrable to similar situations (Merriam 2009; Kumar 2011).

A case study was appropriate for this study, as the researcher did not intend to manipulate the behaviour of the participants in the videos. This design provided the researcher with limitations in as far as the number of people to be interviewed, while providing reliable data (McMillan & Schumacher 2010). In this study, due to the case study design, the researcher was able to select and interview participants to be specific where possible especially in schools where the management differs from School A to School E. A case study allowed the researcher to capture and describe the complexity of real-life experiences (Jacobs, Razavieh & Sorensen 2006). By using a case study, the researcher was also able to work in natural settings and bounded contexts, namely, the research was conducted in schools, and the researcher could select only fifteen secondary schools in the Tshwane West District (Creswell 2012).

4.6 SAMPLING OF RESEARCH SITES AND PARTICIPANTS

Sampling refers to a process in which the researcher selects a few participants from a bigger group to gather information regarding the bigger group (Kumar 2011). This author posits that sampling in quantitative and qualitative research differs and is based on contrasting philosophies. In quantitative research, the researcher attempts to avoid bias and select a sample that will represent the larger population. On the other hand, a qualitative researcher considers issues such as access to potential participants. The researcher also has to use his judgement to ensure that the potential participants have broad knowledge about the phenomenon to be studied (Kumar 2011). In quantitative research, the researcher selects a sample to be able to infer about the bigger group while in qualitative research, the only purpose is to gain in-depth knowledge regarding a particular phenomenon assuming that the selected participants will offer the insight needed (Kumar 2011). Sampling comes in different forms such as purposive, convenience, snowball and random sampling. All four are commonly used in

qualitative research, while random sampling is used in quantitative research (Yin 2011).

This study was conducted in fifteen secondary schools at the Tshwane West District in Gauteng province of South Africa. Three secondary schools are situated in town, eight schools in townships and four schools in deep rural area. The researcher did not intend to generalise the study findings to the larger population but to get a deeper understanding of the strategies that the SMT will apply in managing school violence. The appropriate and relevant sampling strategy to select sites and participants for this study was a non-probability purposeful sampling strategy (Cohen, Manion & Morrison 2011; Kumar 2011). In accordance with Yin (2011) and Creswell (2012), non-probability purposive sampling is a strategy in which a researcher chooses a subgroup of participants and sites deliberately and is called judgement sampling. Non-probability sampling also implies that not everyone has a chance of being selected (Creswell 2012). These authors believe that this type of sampling is based on the discretion of the researcher as its purpose is to get a group that is likely to produce the most relevant and abundant data regarding the topic of interest.

The researcher's decision to employ non-probability purposeful sampling was because this was a qualitative study and the School Management Teams and their schools could yield the most relevant information for the researcher to get a deeper understanding of how the SMTs managed their strategies in dealing with the school violence (Creswell 2012). The researcher believed that participants selected using purposive sampling technique were in a position to best answer questions regarding SMTs' strategies in managing school violence because of their experience and knowledge in that particular area which has drastically changed (Creswell 2012). The researcher also considered those sites and participants who were willing to grant him

access and share their experiences regarding the management of school violence (Kumar 2011). Lastly, the researcher viewed purposive sampling as appropriate for this study based on his belief that very little was known about how the SMTs should include the strategies of managing school violence as part of their current role as he intended to explore the reality about the phenomenon (Kumar 2011).

4.7 CRITERIA USED FOR INCLUSION IN THE STUDY

Concerning inclusion in the study, the researcher believes in having an equal number of male and female participants; however, in secondary schools, the majority of teachers are male. Therefore, the researcher ended up having four male and four female SMT members, depending on the size of the school as participants in the study. The sample consisted of four secondary schools in the Tshwane West District. The fifteen participants were SMTs from the fifteen schools. Three schools were situated in a towns, eight schools in township and four schools in deep rural area of the Tshwane West District. The researcher intended to have an equal number of participants from township and urban schools; however, the researcher could only access one school in an urban area, and the others were not interested.

The selected SMT members in this study were those responsible for managing both the senior phase and the further education training phase. The selected SMTs were those with experience of between one to fifteen years in the SMT position. The researcher assumed that the selected participants would still be in a position to understand how to manage the challenges they faced in dealing with school violence. The selected participants were also those who were willing to provide information about their experiences of how they manage to control the school violence in their schools. The researcher decided to select a small sample size to be able to interview the participants and do follow up interviews. The decision on the size of the sample

was also informed by the thinking of Kvale (2007) who believes that a large number of participants make it difficult for the researcher to infiltrate the analysis of interviews.

4.8 DATA COLLECTION STRATEGIES

There are different types of qualitative data collection strategies that a researcher can use when conducting qualitative research. Literature shows the following as major methods of data collection: interviews, observation, field notes, audio and visual clips and document analysis (Yin 2008). In this study, the researcher decided to use interviewing as a data collection strategy.

4.9 INTERVIEWS

An interview refers to an interaction between two or more people whether face to face or otherwise for knowledge production regarding a certain topic of mutual interest (Kvale 2008; Kumar 2011). During the interview process, the interviewer is the one deciding on which questions to be asked and how to ask them. The process can be flexible or inflexible depending on whether the researcher is at liberty to probe or not. If the researcher does not have the freedom to probe, he has to strictly follow the questions he had prepared making the interview inflexible (Kumar 2011).

Several advantages of interviews have been reported (Cohen et al 2011; Creswell 2012; Kvale 2008). According to Kvale (2008), one of the advantages of using interviews to collect data is that they give voice to side-lined people. For example, through the use of interviews in this study, the viewpoints of SMTs' strategies to manage violence in schools between learners and between from learners and teachers can be communicated to a larger audience such as all the stakeholders. Cohen et.al (2011) view an interview as a flexible tool for data collection. Creswell (2012) points out: that qualitative research has the advantage of providing useful information in a situation where the researcher cannot directly observe participants.

Qualitative interviews also allow participants to describe detailed personal information. Lastly, qualitative interviews allow the researcher a better control of the kind of data received as he can ask specific questions to produce information.

While interviews are popular in qualitative research, they also have shortcomings (Creswell 2012). Kumar (2011) mentions time constraints and financial implications regarding interviews. Fortunately, the four sites in which the researcher got access were not distant from one another, which worked to his advantage. The fourth site was not far from the researcher's residence. According to Creswell (2012), a shortcoming of qualitative interviews is that the interviews only provide clarified information through the views of the researcher. The researcher further gives an example that in the research report, only the summary of the views of participants is reflected. Therefore, the researcher lists direct quotations from the participants when reporting the findings to allow their voices to be heard. Secondly, Creswell (2012) suggests that there is a possibility of data being deceptive where the interviewee provides the perception that the researcher wants to hear. Therefore, in an attempt to avoid the above situation, the researcher kept reminding participants during the interviews to be honest in their responses and that the data they provided was only for educational purposes. Finally yet importantly, there is also a possibility of the presence of the researcher affecting how the participant responds. In anticipation of this, in all interviews, the researcher started with general questions to establish rapport with participants. Interviews come in different forms, namely, *one-on-one interviews*, *focus group interviews*, *telephone interviews*, *email interviews* etc. For this study, the researcher decided to use semi-structured interviews.

4.10 SEMI-STRUCTURED INTERVIEWS

The focus of this study was on investigating the SMTs' strategies of managing school violence in selected schools in Gauteng province. Semi-structured interviews were employed to collect data from the participants. This is a research tool whereby a researcher asks questions of one participant at a time while recording the answers (Creswell 2012). The researcher's decision to choose semi-structured interviews was that they enabled the researcher to establish a relationship with the participants through interaction (Maree 2012; Thomas 2011). With interviews, the researcher was able to be flexible, and participants were able to share the sense they made of their strategies of managing violence in schools to be interpreted in their terms (Qu & Dumay 2011). Creswell (2012) points out that in qualitative research, it is allowed to conduct several one-on-one interviews. Based on that, choosing one-on-one interviews made it possible for the researcher to conduct eight interviews.

Before the researcher started with the fieldwork, he prepared an interview procedure/schedule as a reminder regarding which questions to ask. Creswell (2012) defines an interview procedure/schedule as written instructions by and for the researcher to use during the interview process. The questionnaire form also has space for the researcher to write down some notes on the responses. The questions in the interview procedure were the same for all participants. The interviews were conducted as per appointments with the SMTs. The researcher intended to interview all participants after school hours to comply with the rules of the Gauteng Department of Education (GDE); however, some of the SMTs chose to be interviewed during their free periods. On average, each interview was conducted for forty-five minutes. The researcher believes it is crucial to highlight that during the interviews, some participants seemed to be very careful about how they responded to the questions. The researcher managed that situation by re-explaining the purpose of the study,

reassuring them that their information was going to be treated with confidentiality and that their identity would remain anonymous. The researcher audio recorded all interviews with the permission of the participants. The researcher used the interview schedule for interviewing school management.

4.11 THE ROLE OF THE RESEARCHER

The researcher's experience as a secondary school manager partly informed his decision to conduct the study of managing the school violence. The researcher informed participants of his role as a researcher and a learner in the expectation that this could assist him in making participants comfortable to speak about their experiences of managing school violence. The researcher intended to gain the trust of the participants as they realised he was there for his doctoral study and not a government official. The researcher ensured that his experience as a lecturer did not influence the interviews by focusing on the interview procedure and the interview and refraining from sharing his own experiences managing school violence as the previous school manager.

4.12 DATA ANALYSIS

Creswell (2012) defines data analysis as a process in which a researcher makes sense of data collected. According to Creswell (2013), the purpose of data analysis is to reduce data into small themes. In this study, the data analysis process was inductive and ongoing (Creswell 2009). Inductive data analysis means that the researcher has to thoroughly read raw data to be able to develop concepts and themes from it (Thomas 2006). Therefore, in this study, data was analysed throughout the collection process to make sense of it as this enabled the researcher to make follow up where it seemed necessary. In analysing data, the researcher was guided by research questions as well as concepts from the theoretical framework. The researcher was aware of a popular qualitative computer data analysis program;

however, data in this study was hand-coded regardless of the process being time-consuming (Creswell 2014).

The researcher employed a thematic analysis method to do the analysis. Thematic analysis is a process in which a researcher identifies analyses and report patterns within collected data (Braun & Clarke 2006). According to Braun and Clarke (2006), thematic analysis is one of the methods that are compatible with the constructivist/interpretivist paradigm within which this study was conducted. Braun and Clarke (2006) also acknowledge that the thematic analysis method has phases that are similar to other qualitative analysis methods, therefore, during data analysis, the researcher took the following five steps as proposed by Braun and Clarke (2006): *“familiarise with data; generating initial codes; searching for themes; reviewing themes; defining and naming themes and producing the report.”*

4.13 FAMILIARISING SELF WITH DATA

This refers to the process of transcribing data, reading and re-reading it while noting primary ideas, and this is the key phase in qualitative methodology (Birds 2005; Braun & Clark 2006). In this study, the researcher transcribed all verbal data into a written form himself. After that, the researcher immersed himself in the data to the extent that he was familiar with the depth and breadth of its content. Immersion, according to Braun & Clarke (2006) involves repeated reading of data while searching for meanings and patterns. The researcher repeatedly read all the data before coding to allow the formation of ideas and identification of possible patterns to be shaped. After the researcher had read, re-read and familiarised herself with transcribed data, the researcher started generating initial codes.

4.14 GENERATING INITIAL CODES

Coding, in general, refers to organising data into meaningful groups (Tuckett 2005). According to Charmaz (2006), coding serves as a link between the collection of data and interpretation of what the data means. Smith and Davies (2010) view coding as a method through which the researcher organises the data in such a way that he gets a clear picture of the messages sent by the data. Initial coding, which is also called open coding, is the process of breaking data down into different parts and then coding those using coding methods (Saldana 2013). Saldana states that initial codes are not permanent; however, they can change during the analysis process. The researcher broke down data according to the interview questions to be able to code. Moving forward to the third step, the researcher started searching for and refocusing the analysis of themes.

4.15 SEARCHING FOR AND REFOCUSING THE ANALYSIS OF THEMES

According to Braun and Clarke (2006), themes are broader than codes. The researcher sorted the different codes into potential themes and assembled all relevant codes within identified themes. Braun and Clarke (2006) suggested that the researcher should use visual representation to help sort the different codes into themes; in this study, the researcher used a table. The researcher began to refine the themes by reading all the assembled concepts to ensure that they formed a graspable pattern. The next step was to define and name themes.

4.16 DEFINING AND NAMING THEMES

This process refers to identifying the essentials or what each theme means and determining the feature of data each theme captures (Braun & Clarke 2006). The researcher went back to the assembled data extracts for each theme and organised them into a clear and consistent interpretation accompanied by quotations.

4.17 PRODUCE THE REPORT

The last and final step the researcher followed was to produce a report, which is reflected in the next chapter. As Braun and Clarke (2006) correctly put it, this phase involves the final analysis and the write-up of the thematic analysis to tell the complicated story of data in such a way that it convinces the reader of how valid the analysis was.

4.18 CREDIBILITY AND TRUSTWORTHINESS OF THE STUDY

Literature suggests that quantitative and qualitative research differ when it comes to the use and importance of certain terms (Henry 2015). For example, in quantitative research terms such as validity and reliability are important, while in qualitative, research the emphasis is on rigour in ensuring trustworthiness (Henry 2015; Kumar 2011). Researchers are advised to pay attention to how they ensure credibility throughout the research process to convince readers that their study is of good quality (Oates 2006). Credibility refers to the ability of the researcher to portray the perspectives of participants with accuracy and is similar to validity in quantitative research (Bloomberg & Volpe 2008; Trochim & Donnelly 2007). The researcher employed the following primary strategies in an endeavour to achieve the required trustworthiness of this study: Triangulation, member checking, peer review/debriefing, prolonged engagement in the field and clarifying bias are used by the researcher to ensure the credibility and trustworthiness of the study.

4.19 TRIANGULATION AND MEMBER CHECKING

Triangulation is a process through which researchers incorporate different perspectives or methods to increase the credibility of the findings (Yeasmin & Rahman 2012). According to Henry (2015), researchers triangulate by using different sources to collect data on the same phenomenon to expand their understanding and account strongly for their research. Yeasmin and Rahman (2012) argue that the form of

triangulation the researcher chooses depends on the purpose of the study. The purpose of this study was to investigate the SMTs' strategies to manage school violence in secondary schools. SMTs seemed to be the only people who could provide me with the data needed since they were the ones going through the issue of managing school violence. Therefore the form of triangulation that seemed most appropriate was data source triangulation for the researcher to be able to develop themes based on numerous perspectives of participants to make the study more credible (Creswell 2014). The researcher accomplished this by interviewing eight SMTs from different schools to incorporate various perspectives on the phenomenon of strategies that would enable the School Management Teams to manage school violence.

Member checking refers to a process in which the researchers make a summary of information from participants and ask questions of the participants in personal discussions to ensure accuracy. Alternatively, the researcher can take the final report to participants for them to confirm the interpretation (Creswell 2007; Creswell 2009; Henry 2015). The researcher summarised the transcripts after each interview and conducted follow-up interviews with each participant to allow them to make some comments on the summaries of the findings (Creswell 2014).

4.20 PEER DEBRIEFING AND PROLONGED ENGAGEMENT IN THE FIELD

According to Henry (2015) peer debriefing is necessary to clarify some facets of research that might have been unclear in the researcher's mind. In this study, the researcher used the expertise of a reputable and established academic from the University of South Africa as his peer reviewer to evaluate his research methodology and interpretations regarding the SMTs' strategies in managing the school violence.

Creswell (2014) suggests that a researcher should be at the research sites for a prolonged period. According to him, being in the field over a long period hardens the researcher's evidence since it enables the researcher to check out the data and their hunches and compare interview data with what they have observed. Creswell (2014) also believes that by spending prolonged time in the field, the researcher can build a rapport and trust with participants, which helps in making participants feel comfortable to disclose information. Lastly, this study was conducted within the constructivists'/interpretivist' paradigm; constructivists believe that if researchers stay longer in the field, they will be able to hear diverse perspectives of participants and get to understand the context of participants' views (Creswell 2009). Therefore, the researcher spent two months in the research sites doing follow up interviews with the participants based on the videos.

4.21 CLARIFYING BIAS OF THE RESEARCHER

Creswell (2014) suggests that it is important for the researcher to reflect on and clarify the bias he brings to the study that might have affected how he interpreted the findings. Part of the rationale to conduct this study was based on the researcher's background and experiences as the SMT member; the researcher acknowledged that his past experiences and biases might affect the interpretation of the findings by involving the supervisors to do quality assurance in terms of researcher bias.

Another strategy of enhancing the trustworthiness of the study is dependability. Dependability is a qualitative term that refers to the extent to which disparities can be explained or tracked. It corresponds with the concept of reliability, which is a term used in quantitative research (Kumar 2011). Creswell (2009) suggests that dependability can be achieved through an audit trail. An audit trail is a process in which researchers document all activities of the research process (Creswell 2009). To ensure that there was an audit trail, the researcher ensured that all the project documentation such as

transcripts and audiotaped data was safely stored in the supervisors' computers and my laptop to ensure its availability should there be a need. The researcher presented the perspectives of the participants equally to enable readers to arrive at neutral decisions (Creswell 2014). Lastly, the researcher treated participants as partners by doing more listening than talking to guard against power relations (Cohen et al 2007). Bloomberg and Volpe (2008) contend that researchers should also ensure the transferability of their findings to strengthen the study credibility.

4.22 TRANSFERABILITY OF THE STUDY FINDINGS

The study has transferability only if it makes it possible for the readers to relate its findings to similar situations to those investigated (Creswell 2009). The researcher has thoroughly described the processes she followed in conducting this study for others to be able to replicate it (Bloomberg & Volpe 2008).

4.23 ETHICAL CONSIDERATIONS

Every researcher at the University of South Africa is guided by a code of ethics. De Vos et al (2011: 127) advise researchers to ask permission from ethics committees at their institutions, as they would get objective advice regarding the ethicality of studies they intend conducting. These authors maintain that if researchers do not carefully consider ethical issues, this implies negligence towards society. To show consideration for ethical issues in this study, the following items will be considered: permission request; voluntary participation; informed consent; no deception and compensation of participants; maintaining privacy and confidentiality.

The researcher requested permission to conduct research in schools from the Gauteng Department of Education (GDE) and was granted. The researcher applied for ethical clearance to the Ethics Committee of the University of South Africa and received clearance before starting with the study. After obtaining ethical clearance,

the researcher then contacted relevant schools in writing to request permission to access them as research sites. In the selected schools, the researcher also requested the potential participants (SMTs) in writing to participate in the study. After the researcher was granted access to schools, he had to ensure that the participants gave him an informed consent. Informed consent means that participants are aware of the information the researcher wants, the reason why the researcher needs it, and how it will affect participants (Kumar 2011). The researcher, therefore, informed participants about the purpose of the study and the role they were expected to play in it. The researcher also assured the participants that their participation in the study was voluntary and that they had a right to withdraw at any time. The researcher requested the participants to sign consent forms prepared by the researcher as evidence that there was no pressure or coercion put on them and that they participated willingly.

There was neither deception nor compensation of participants in this study. The researcher only promised participants access to the report from the library of the University of South Africa should they want to view it.

4.24 MAINTAINING CONFIDENTIALITY

Literature suggests that the information gathered from the documents and participants should only be shared for research; it would be unethical to share it for other purposes (Kumar 2011). In considering that in this study, the researcher assured participants of confidentiality and anonymity by letting them know that whatever they revealed during one-on-one interviews would not be discussed with anyone other than the supervisors for guidance purposes. The researcher also ensured that the names of the participants were not revealed during the dissemination of the results. Instead of using their real names, the researcher used pseudonyms.

4.25 LIMITATION OF THE STUDY

It is documented that the aim of conducting qualitative research is to understand how people construct and interpret meaning out of their personal experiences and not to generalise (Merriam 2009). The literature also suggests that because qualitative studies have small samples, the results are not generalisable (Creswell 2012). This limitation also applies to this study in that the sample was small (15 participants, four high schools and the size of the school management teams depending on the size of the school) and as a result, the findings can only be transferred to similar situations. This study was also limited by the scarcity of literature that focused on work role transition in the school context. The available studies in schools only focused on learners and teachers.

4.26 SUMMARY OF THE CHAPTER

In this chapter, details of processes that were followed in conducting this research have been provided. The chapter discussed the philosophical assumptions that underpinned the study. The paradigm within which the study was conducted was discussed. The approach followed in the research design, sampling, data collection and analysis techniques were discussed. The chapter also discussed the strategies that were employed to ensure the trustworthiness of the study. The ethical issues that were considered were discussed. The chapter lastly gave details regarding the limitations of this study. The following chapter will analyse, interpret and discuss the research findings.

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CHAPTER FIVE

PRESENTATION AND DISCUSSION OF RESEARCH FINDINGS

5.1 INTRODUCTION

This chapter presents data and the discussion thereof. Semi-structured interviews were employed, as explained in the previous chapter. School principals, heads of department and teachers were interviewed. This tool helped to provide suitable themes in keeping with the initial research question. Several themes emerged from the findings and will be explained under specific headings. For each theme, direct quotations from the interviews will be used to support the findings. From the data collected from participants, the following research findings from eight themes will be identified. The themes will be discussed in the sequence indicated below.

5.1.1 Themes

- Theme 1: Conceptualisation of school violence
- Theme 2: Experiences of school violence
- Theme 3: Incidences of school violence
- Theme 4: Personal effects of school violence
- Theme 5: Other effects of school violence
- Theme 6: Managing of school violence
- Theme 7: Impact of social media
- Theme 8: Strategies of school violence

5.2 PRESENTATION OF RESEARCH FINDINGS

From the data collected from the participants, the following research findings regarding the nine themes were identified.

5.2.1 Theme 1: Conceptualisation of school violence

Here the participants were asked to define the concept of school violence. The majority of principals and heads of departments (HOD's) defined school violence as verbal, physical, emotional and spiritual violence, as is confirmed by the utterances made by the participants as set out below.

According to one of the principals: *"One would talk of physically violence but then it is not the only type of violence one has, one can note. Even emotional violence can be part of violence too and spiritual violence to a certain degree and therefore when one speaks of school violence, one looks at all those other aspects that would relate to the emotional, spiritual and physical pain one suffers as a result of actions of violence."*

Similarly, an HOD defines violence: *"as verbal, violence that is physical violence, so it depends on the question, from which side do you want it. Physical or verbal violence."*

On the other hand, some principals and teachers indicate that school violence refers to fighting and bullying, as is evident from the following views:

"It normally starts with bullying, some learners bullying others. The persons who has been bullied can try to retaliate to the person who is bullying and that would result in a serious violence"

However, one of the teachers stated that violence: *"is any action like any action that is not allowed to happen during school and around, especially fighting."*

From the findings, it was discovered that participants did not provide a comprehensive definition of the concept of school violence. They focused on some elements of violence, maybe as a result of their previous experience of violence. The participants did not mention the following as acts of violence, corporal punishment, gang violence and sexual abuse. It is possible they have not experienced such acts yet, or perhaps they have summarised violence in their definitions to be physical, emotional and spiritual. However, the definitions by participants are in line with de Wet (2014:12) who maintains that "according to South African law, violent acts involve both physical and

non-physical harm that may end in damage, pain or terror". This statement is supported by Burton and Leoschut (2012:23) who stated that "violence in South African schools includes, threats of violence, psychological abuse, robbery, physical assaults, gang violence, corporal punishment, sexual violence and bullying".

In the literature on violence in schools, there is little consensus about the definition of school violence, and it differs depending on the author, context or purpose of the document. It is evident that school violence is a broad concept without clearly defined boundaries and it includes elements such as "harassment, bullying, verbal abuse, hazing, initiation, intimidation, theft, gangsterism and drug-related crimes" (Jefthas & Artz 2014:34). McNeil and Steward (2015:54) define school violence as "any verbal or physical act which causes the intended victim pain while the individual is under the supervision of the school". This definition includes the components of school violence identified by UNESCO (2017:18) since physical violence, sexual violence, psychological violence and bullying are acts that cause the victim pain. Lastly, violence typically takes the form of learner-on-learner, learner-on-teacher, and teacher-on-teacher and teacher-on-learner violence and severely disrupts the normal functioning of the school system (Kreifels & Warton 2018:25).

New knowledge on the meaning of violence according to the participants

One important aspect of the findings from this study is that the ignorance of what violence means may affect its management in school. The new knowledge based on the responses from principals, HODs and teachers shows limited understanding of violence in their schools based on the definition they have given. They likely considered certain acts of violence to be bigger than the others, or they have used their previous experience of managing violence in their school as a basis for defining

violence, not necessarily the reflection of the kind of problem as related to managing violence in South Africa or as stipulated by the policy.

5.2.2 Theme 2: Experiences of school violence

The participants were asked to share their experiences concerning school violence.

All the participants (principals, heads of departments [HODs] and teachers) have experienced physical violence, in the form of fighting and bullying as prevailing in their schools. They indicated that physical violence emanates from home or outside the school premises. Learners have grudges from home or outside school premises, which are brought to school and end in physical violence. Again, they indicated that learners do not have the necessary skills to solve problems; as a result, they resort to physical violence. This is confirmed by the utterances made by the participants.

A principal described his experience of violence in school as follows: *“So in most cases, all the wrong things that they do, do not emanate directly from the school, they start from home and such things are then transplanted into the school.”*

Likewise, an HOD stated that: *“the main violence that is mainly disturbing is physical violence.”*

Also, one of the teachers who participated mentioned this experience concerning violence: *“Pushing, fighting, slapping, kicking, and dragging those are the kind of things I come across which are violent.”*

Participants have mostly experienced physical violence in the form of fighting and bullying in their schools. Their views are in line with Burton and Leoschut (2014:45) in their study, who interviewed principals and teachers about their experiences of school violence. Principals reported that there is an increase in the level of physical violence at their schools. They further reported that much of the rise in the level of violence occurring at schools was attributed to lack of discipline that Learners exhibited at

home, as well as a lack of positive role-models, an increase in alcohol and drug consumption among learners and a perceived lack of alternative ways of effective discipline within the school environment.

New knowledge on the experience of violence

Differing from how Burton and Leoschut (2014:45) described the experience of principals, HODs and teachers in relation to violence, this new study identified new insights as to why the majority of participants mainly commented on the physical violence in their schools. Based on their responses, it appeared that learners had experienced some form of violence or abuse at home. It means the majority of the learners in these schools came from this kind of homes. Because they have not sought professional help or schools also were unable to identify learners with high risk during the admission process, the consequence was increasing experiences of physical violence. One other new finding is if a large number of learners are at risk and schools are continuously experiencing physical violence, it shows a lack of resource from schools to manage violence. The Department of Education should provide these resources. This includes adequate financial resources to appoint psychologists and other professionals who may advise schools on how to manage the violence problem from the admission stage.

5.2.3 Theme 3: Incidents of school violence

Here, the participants were asked how often they experienced incidents of violence in their respective schools. Most of the principals, heads of departments (HODs) and teachers indicated that they frequently experienced violent incidents. They indicated that they experienced it on a daily and weekly basis.

This finding is in line with Ngqela and Lewis (2015: 1) who indicated that “violence has become a part of some schools in South Africa.”

On the other hand, one principal, one head of department and one teacher indicated that they did not experience school violence incidents frequently at their schools.

New knowledge on the incidents of school violence

These findings indicate the seriousness of violence in the South African school context. The fact that most of the participants experienced violent incidents on a daily or weekly basis called for strategies to manage violence in schools, otherwise, education would continually be interrupted, and the quality of education that is already declining could be affected more. This finding is similar to most of the findings in the literature on school violence in South Africa. However, what was new is that some participants claimed they did not often experience violence. This could be as a result of how they defined or what they considered as violence. Certain acts have likely become normal to the extent that they were no longer considered violent activities. Therefore, in managing violence in schools, it is important first to consider the environment where the school is located, the type of learners in those schools and the experience of the staff in the school; because it may make a difference to the effectiveness of intervention strategies for managing violence.

Theme 4: Personal effects of school violence

The participants were asked how they were personally affected by school violence. All the participants (principals, heads of departments [HODs] and teachers) indicated that the violent situations at their school made them feel unsafe and not protected. They felt unsafe because some learners brought weapons to school, which could lead to the physical harm of learners. Again they indicated that the Department of Education policies were not protective of teachers. The following quotations from the participants confirmed this view.

One of the principals interviewed mentioned this: *“Ja, I actually feel that, sometimes I feel that I must leave the system, because I am not protected actually by the department’s policy.”*

An HOD also said: *“It affects me directly, why, you fail even to reprimand learners in class, knowing they belong to the gangs, they can even scratch your car, they can even do you harm, outside the school premises. So we are no longer ourselves really in delivering content to the learners.”*

A teacher participant said: *“I think I am not safe around the school because if these learners come with those weapons to school, I am no more protected, I am not safe.”*

These findings are in line with Bogopa (2008:45), who asserted that “the teachers do not feel safe at all. They experience fear and trauma. They need support and guidance as they are not supported by the education disciplinary system.”

New knowledge on how violence personally affected participants

From these findings and as also supported by the literature, schools in townships are continuously ignored in the area of violence management and resources to curb it. There is a high tendency that teachers will not be able to discipline some learners regardless of the offences. Indiscipline and inappropriate behaviours on school premises and outside school, as mentioned by participants, put staff and other learners at risk. This finding is not new in a way; however, the perspective that this new study brings in terms of the role of the Department of Education to help schools to resolve this problem, needs to be reconsidered. This finding shows that participants are aware of the dangers around them and the fact that they are not protected on a daily basis. If a significant amount of literature has identified this as a problem and this study confirms it, the question is whose responsibility it is to manage this urgent problem. What participants want is security of lives and property while they are performing their duties. It seems that they do not consider violence management as their duties, as most literature has indicated. Also, many of these schools do not have an idea of what to do concerning strategies to manage violence. They have all called

on the government. The only thing that could provide an improvement at the moment is a policy document on school safety and addressing inadequate financial resource. However, this alone may not solve the problem these schools are currently experiencing.

5.2.6 Theme 5: Other effects of school violence

The participants were asked how they viewed the effects of school violence incidents in their respective schools. Principals, heads of departments and teachers agreed that incidents of violence in schools have a negative and disruptive effect on school. They indicated that lessons were disrupted and time was wasted on resolving violent incidents. As a result, the incidents had negative effects on learners' performance. They resulted in poor learner performance, hence in poor pass rates. The following extracts from the transcripts attest to this.

One of the HODs said: *"Always it has got the very negative effect on the school and the running of the institution."*

Another HOD also commented: *"So in a way the effects are basically negative on the learners and on the teaching and learning and on their attendance to school, because in a case where a learner is afraid of a guy, the learner wouldn't want to come to school."*

Similarly, another HOD mentioned: *"You know it is disruptive, because you spend a lot of time sorting out issues of violence which you shouldn't, you spend a lot of time. It is learning time consumed away, parents have to be called, come to school and then the learners also have to be out of class because our situation is different from other situations."*

And a teacher reflected on the effect of violence: *"They are very disruptive, and they create a low morale amongst other learners and the teachers because the violence that we experience in the school, it is not only amongst learners, it also happens where either teachers become violent towards learners because of frustration, or learner becoming violent towards teachers."*

The findings were similar to those of Dhungwane (2017:40) who stated that: *“Teachers argued that the effects of school violence on learning to be the following; the environment becomes uncondusive to learning, there is a lack of effective learning and teaching which leads to poor school attendance and eventually leads to high failure rate and leads to poor academic performance which is not on par with the goals and aspirations of the school”*.

On the other hand, some heads of departments and teachers indicated that school violence might cause absenteeism and dropout. Learners absent themselves because they are afraid to be bullied. The following excerpts from the transcripts attest to this.

For example, a teacher narrated a story: *“So we had an incident in our school whereby we find, there was this girl who was bullied, it is also a violence, bullied by this boy who is 18, doing grade 8. So this girl, this learner was saying that she does not even want to attend the school anymore.”*

This findings were also similar to those of Neser (2016:120) who argued that: *“Learners who are repeatedly victimised at school, actually start to hate school and are generally very unhappy and many will stay away”* This is supported by Koers (2015:70) who mentioned that *“victims of school violence may experience impaired concentration, decreased academic performance, absenteeism from school and or from certain special activities at school.”* Furthermore, Burton and Leoschut (2014; 125) added that they were at a higher risk of dropping out of school.

New knowledge on the other effects of school violence

In general, from this new study and its findings, one new fact that became apparent was the reason why the pass rate is low, and the reason for the continuous decline in the quality of education offered, especially in township schools. Literature in education has stated in different ways that South Africa education was in trouble and its quality too low. This has been quantified by measuring the pass rate and in comparison with

the international standard. The attention is often on the quality of the teacher, teacher professional development and resourcing of schools. Less attention is paid to another cause, which could be the issue of violence. Regardless of the quality of the teacher, professional development or level of resources if attention is not paid to manage violence first, education cannot take place at all. This is the reason participants have indicated absenteeism and poor performance as the effects of violence. This new knowledge can inform policy review and development for the Department of Education to reflect on quality education from a violence management perspective.

5.2.4 Theme 6: Managing of school violence

Here, the participants were asked what kind of teachers training is needed to manage school violence. All principals and most of the heads of departments (HODs) and teachers agreed that training was necessary to manage school violence. They indicated that to manage and combat school violence, principals, heads of departments and teachers should be trained in the following aspects; emotional and physical violence, personal relations, conflict resolution, disciplinary procedures and parental involvement. They believed that the training would help to curb violence at schools. This was confirmed by the utterances made by the participants.

One principal said: *I think in order to manage school violence, training must be provided to all stakeholders in the school, be it the GA and AA an teachers and HOD, and deputy principal, a principal, all the people must be capacitated how to deal with violence, because nowadays we have seen now that teachers sometimes are being attacked by the very same learners. Now they also need how to deal with the issue.*

An HOD advised: *“Well I definitely feel that there should be specific training for all, not only managers but teachers and managers on how to deal with the emotional and physical violence that we go through and also guidelines because we are not all social workers and psychologists.”*

Similarly, a teacher said: *“So I think the training that we need is implementing the disciplinary procedures and also implementing them because actually for now there is no document which guide us as to how do we discipline learners when they are out of order or violence.”*

To support the idea of the training of teachers to manage school violence, Blog and Vaugh (2018:23) investigated teachers’ training in managing school violence. Teachers confirm that getting professional development in the form of ongoing, on-site violence prevention training help them to increase their direct instruction time and reduce stress through improved collaboration and confidence. Teachers need to be trained to recognise and deal with violent learners, to make the child being affected by bullying feel safe enough to confide in the teacher (Benita et al, 2016:45). Furthermore, Bogopa (2008:56) believes that “the urgent need to equip teachers training methods would seem to be an issue that cannot be ignored. This should include training on classroom conflict, management and effective disciplinary strategies, knowledge of the best preventive practices for violence, as well as procedures to protect teachers and learners from becoming victims.”

On the other hand, two heads of departments and two teachers were not in favour of training the teachers. They indicated that security and police were required to assist in combating violence in schools. The utterances made by the participants confirmed this.

An HOD narrated the experience of violence management: *“From our part, as managers, I don’t think we really need training. We are okay, the only thing is that our hands are tied as managers at school level, hence the department need to bring security in terms of for example, you can have security taking rounds even in toilets, around toilets, beefing up security I think that will be the main thing, again involving parents how to handle their Learners, because when you call parents to intervene,*

they are helpless, given they were the first people to be helpless regarding the behaviour of their Learners, so with us, there is nothing, we don't need any training we need security to be beefed up."

Another teacher commented: *"...thinks teachers were trained to be teachers, according to my opinion, I think if maybe the department will help us, they can employ more young women and men who are unemployed, train them to be like policemen and they deploy each and every school must have two or one, a police officer who stations at the schools. Because really if they can train us, we are going to spend more time trying to solve the problems of these learners and then the learners will suffer at school, at the classes. So let there be people who are specifically trained for violence and come and help at school and then let teachers do their work of teaching."*

To support the participants' views, Kreifels and Warton (2018:34) stated that "one way of addressing school violence at schools is to connect schools with local police stations and specialised operations for hotspots at schools, including visible policing and patrols."

New knowledge on school violence management

These findings show that participants and their schools are willing to be trained to respond to the issue of violence. The great demand for training on crisis management and related subjects proves the gravity of this problem and the intention of individuals in schools to manage it. The literature indicates that there is no clarity on whether school employees should be involved in violence management or whether it should not rather be the principal or other specialists. There is also a disagreement on whether teachers in particular consider violence management as part of their duties. This study has a new finding adding to the knowledge base that there is openness from the participants to be trained. However, they want to be protected and do not

necessarily consider violence management as part of their responsibility. This finding should be taken as a positive input for government to design an in-house training and support system for schools in the country on how to respond to and manage violence in their schools. This training should consider areas where individual employee's rights may be violated because certain issues should only be handled by professionals.

5.2.5 Theme 7: Impact of social media

The participants were asked about the impact of social media on violence, teaching and learning. All the principals, heads of departments (HOD's) and teachers indicated that social media influenced violence and affected teaching and learning. It had a negative impact because when learners saw violent school incidents on social media, they wanted to imitate the incident at their own schools. Again, they indicated that learners wasted time on their cellphones searching for violent school incidents. This was confirmed by the utterances made by the participants.

A principal said: *"So this finally has got an impact in a sense that, a negative impact in a sense that they spend more hours thinking about what is happening in the social media and engaging being part and parcel of the social media conversations instead of focusing on their books."*

An HOD also mentioned: *"Social media encourages, I mean our learners are copy cats. Monkey see, monkey do. So if a learner sees a violent situation in such an area, they will also want to copy that, they also want to repeat that."*

One teacher said: *"When people see, when especially learners, when learners see violence in one of the schools, they also want to implement it instead of, ja actually they want to see it happening in their school because they saw it happening in another school, for instance if they saw a learner is stabbing an teacher in one for the schools, they also want to do the same thing. They take it, that thing as a role models."*

Participants' views are in line with Bostic (2014:3) who advocated that "research has shown that youth who view media violence on a regular basis are more likely to exhibit antisocial behaviour, ranging from imitative violent behaviour with toys to criminal violence, acceptance of violent behaviour, increased feelings of hostility and desensitization towards violent behaviour." This is supported by Graig (2015:120) who advocates that "regular exposure to violent media increases the likelihood of aggressive and violent behaviour."

New knowledge on the impact of social media on school violence

From these findings one can conclude that the era of technology and social media contributed alarmingly to the rates of violence in schools. This particular aspect is not well articulated in the literature simply because researchers have not considered social media as a predictor of violence in schools. This new finding that contributes to the knowledge base and is a revelation on what both the Department of Education and schools can do in terms of policy in the area of curriculum change to accommodate subjects that teach learners how to use technology and social media responsibly. We are in the era of a new technological revolution; it is difficult to determine completely what learners have access to on social media or internet. However, schools can educate learners on how to use the technology to improve their lives. This new contribution to knowledge is critical as social media may compound the problem of violence in South African schools if not well managed.

5.2.6 Theme 8: Strategies for school violence management

Here the participants were asked about strategies and recommendations to manage violence in schools. Some principals, heads of departments and teachers indicated that their strategies and recommendations are that schools should employ social workers and "adopt a cop", that is engage with police at their schools. Social workers

should offer counselling to the victims of violence and the police should search learners for drugs and weapons and to talk to them about violence. This is confirmed by the utterances made by the participants as follows.

A principal said: *“so if each and every institution can at least have one social worker, and maybe have two policemen there in an institution, maybe we can win this issue of violence in our institutions.”*

One HOD said: *“Ja I think it is normal, let us be left for teaching and learning and then we have experts on the field of helping these learners cope with a lot of things, social worker at the school, policemen at school, you know, people who will help us because as it is, seriously we are doing a lot.”*

A teacher said: *“Like I said earlier on, go back to adopting one cop and just move around during school hours, sometimes we have particular operations where they come and search these learners, because some of them they are bringing in weapons and drugs because sometimes, these drugs are the one that causing the violence. Cops to come and make some rounds during the cause of the day, then I think the problem will be solved.”*

This is in line with literature; Masilo (2018:8) asserted that “Through case work method, the social worker can render counselling and victim empowerment services to the victim of violence. Furthermore the social worker could be engaged in individual sessions with a learner who bullies other learners, and this would be for the purpose of assisting the learner to change their behaviour.” On the other hand, Musariwa (2017:280) is of the opinion that “the police should design and implement interventions that raise awareness of the impact of violence in schools”.

Furthermore, principals, heads of departments and teachers indicated that some of the strategies and recommendations to combat violence include parental involvement, safety and security measures and violent awareness campaigns. This is confirmed by the utterance made by the participants.

Another principal said: “We also need to involve the community and parents, most of learners who are involved in violence, you will find that they come from a broken home or they come from a home where there are challenges. So when we involve parents, it is going to be much better, the community at large and also through awareness campaigns of how these things negative affect learning and teaching in schools.”

One of the teachers gave a profound response on their role: *“I think they should provide safety measures to schools in a form of safety and security. So that we as teachers, our job is just to teach, but there must be other people who would be working in terms of safety and security. This is what I think the department should do.”*

This finding is similar to and conceived around parental involvement among others as supported by Mncube (2015:21) who asserted that *“if serious problems arise in learners, such as tobacco, drug or alcohol abuse, suicide threats and violence, solutions will be strongest, if home, school and community work well together.”* Furthermore, it has been mentioned in the literature that *“...parents are key role players in the success of every learner and cannot be left out in the fight against school violence (Burton & Leoschutn 2012:55).”* Musher (2011:71) highlighted that *“...there should be visible safety and security measures including the presence of surveillance devices or control devices on entering school premises(such as metal detectors and security cameras) the use of identification of learners and staff (such as ID’s and uniform) and the employment of trained security personnel. Gracia and Kennedy (2016:24) supported the idea by stating that “these security measures are very useful in reducing violence in schools, however, it can yield more results if it is blended with internal programmes that involved learners participation.”*

New knowledge around strategies for managing violence

There is one interesting finding that is contrary to the participants’ stated opinions when they were asked about their role in violence management of their schools. The

majority of them said they wanted to be trained to help manage violence. However, when they were asked about strategies and their recommendation for violence management, they immediately distanced themselves from violence management and put the responsibility on social workers and police. The new finding, adding to the base of knowledge, is that participants care about their safety and that is why they want to be trained. They want to be trained to protect themselves from being harmed not necessarily to manage violence. The fact that they all recommended external agency and mentioned that their duties did not include crisis management shows intention to avoid managing violence affect the effect on their lives when it happens. This new discovery shows that violence management in South Africa will take a different dimension than envisaged. Firstly, there is a need for clarity on of what violence management means in school safety actions and the level of responsibility especially for teachers. The recommendation for social workers to manage violence is reasonable but it comes with cost. However, allowing police to patrol school premises may also cause trauma and psychological break down for some learners.

In conclusion, the summary of the findings is that participants' knowledge of what constitutes violence is limited to their experience and they do not want to be involved in its management if possible. However, violence has to be managed; this leads to the conclusion that South African education needs a clear policy in place to manage violence in schools, especially township schools. Violence is the reason why the quality of education continues to decline and poor performance may continue until the government reconsiders the effect of violence on quality of education in the majority of schools in the country.

5.2.7 Conclusion

The process of data-analysis was done after not only dealing with the content of the transcribed interviews, studying the transcriptions and listening to the audio recordings thereof, but this has been done after understanding the innermost feelings of the participants who were willing to discuss the seriousness of the crucial topic that affected them on daily basis. The participants were given the opportunity and time to voice their experiences in a way that enabled them not only to contribute to our knowledge thereof, but also to give them a chance to release some of the tension and frustration that they were experiencing in their working environment.

The participants were ready to give well-considered answers, and felt at ease to be honest and to voice concerns, frustrations and personal perceptions regarding the issue of school violence. It seemed that many aspects surrounding the participant's experience of violence were in some way supported by the literature. This gave the researcher the freedom to feel confident that the research process was accurately focused. During the feedback interview with the participants, good use was made of identified themes to confirm, reject and elaborate on the experiences of the participants.

The nine themes that were presented during this study enabled the study to make an impact in dealing with strategies that needed to be applied in dealing with school violence. Furthermore the literature control discussion was presented, as well as a discussion of the impact of the data-analysis and its interpreted meaning on professional strategies that can be implemented by School Management Teams and the educational system as a whole.

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CHAPTER SIX CONCLUSIONS AND RECOMMENDATIONS

6.1 INTRODUCTION

The main purpose of this case study was to determine what strategies are applicable to manage violence in the selected schools in the Tshwane West Area wherein Chapter 1 deals with the background of and rationale for the study. The problem statement, the aims/objectives of the research, research methods, and chapter divisions are discussed. Chapter 2 contains a literature review. Amongst other things, the theories of violence, factors related to school violence and forms of violence were discussed. Chapter 3 explores the psychological effects of violence, the prevention thereof and anti-violence programmes and the legal aspects related to school violence. This includes an overview of the applicable legislation in terms of managing violence nationally and globally. Chapter 4 comprises a more detailed discussion of the research design and research methodology than offered in Chapter 1. Chapter 5 the findings of this research will be analysed, interpreted and discussed. Chapter 6 constitutes an overview of the research and conclusions. Recommendations for the study and further research are provided.

A final objective of this study was to suggest ways in which the School Management Teams can deal with the strategies of school violence in Tshwane West District. Accordingly, in this chapter, a number of recommendations (including the formulation of possible topics for further research) will be made based on conclusions drawn from the empirical research and with the objectives of the study in mind.

6.2 CONCLUSIONS AND RECOMMENDATIONS

This study can be regarded as exploratory and descriptive by nature. Exploratory because, from the outset, the researcher intended to utilise the results to complete a full dissertation. An investigation on a much larger scale is required to be able to obtain an in-depth, representative view of the strategies that SMTs need to apply in dealing with school violence.

It is also regarded as descriptive because it is concerned with the status of the strategies that the SMTs need to use when dealing with the violence in schools as being prescribed by fifteen secondary schools in Tshwane West District. It describes the existing achievements, attitudes, behaviours and other characteristics of these SMTs regarding strategies that need to be applied in dealing with school violence. It provides data rather than attempting to answer developmental, difference, and relationship questions.

Given its exploratory and descriptive nature, the present study cannot claim to be a comprehensive study of the strategies that the SMTs are dealing with the problems experienced regarding the school violence that is happening in schools daily. It is important to realise that the conclusions drawn from this study can only hold for the present sample.

Conclusions

Against the brief background supplied above, the following conclusions can be drawn from this study

- The information supplied by the SMTs, HODs and Teachers creates the impression that the various SMTs are very sincere in their efforts, that managing violence in schools is very difficult, and there no relevant education legislation.
- The problems they experience are not a result of intentional obstinacy. This is also the conclusion one comes to when one analyses the semi-structured interview conducted with the School Managers, Head of Departments and teachers. These SMTs, HODs and Teachers seem to be doing their utmost, but various factors over which they have no control, impede their efforts. These factors include widespread unemployment in the specific community they serve, political and domestic violence which prevails in their homes, the uncontrollable social media which is viral without boundaries in schools, a high rate of illiteracy amongst parents of the learners enrolled in the schools involved, a large percentage of learners living in homes characterised by the physical absence of their parents or they head the home themselves.
- They maintain the competence of members of the SMTs indirectly; there is no training related to school violence. These findings appear to be true in the case of the SMTs involved in this study. Even though they have not received any amount of training regarding school violence, these SMTs appear to be very cautious in following procedures and extremely hesitant to take the lead in making decisions about the violent perpetrators.

- The activities of the SMTs are hampered by a culture of defiance both by the community of the school and amongst parents of the learners that are currently at school. These parents grew up in an era of struggle, and although South Africa has already entered its twenty-fifth year of fully democratic government, they have not made the transition to a new dispensation yet. The Department of Education is still today experiencing violence in schools, which has an impact on the culture of teaching and learning.
- The SGBs involved in the study are also experiencing cash flow problems and find it difficult to balance their budget because the Provincial Department of Education often fails to provide them with the subsidies due to their schools in good time. If this is due to a deficiency on the part of the SGBs, it merely serves as yet another indication that the SGBs require more training.

Almost all the conclusions drawn above points to a lack of proper training.

At this stage, it seems appropriate to carefully consider all the conclusions that were reached and presented above, and then to attempt to make a number of recommendations regarding possible solutions to the problems those SMTs, HODs and teachers involved in this study, experienced.

6.2.1 Recommendations

Special attention, even more than at present, should be paid to the training of the SMTs, Head of Departments and teachers. The study has shown that the Department of Education has never provided training about the strategies of dealing with violence in schools for all educational stakeholders, especially at the implementers of the curriculum at the schools. It is recommended that training should be done quarterly to make sure that SMTs, who are running the school on day to day basis are capable of

executing their roles and responsibilities of making sure that violence in schools is not hampering the effective teaching and learning.

The SMTs training should encompass the monitoring and control of the school systems such as indications the violent learners, but also the process of developing policies in schools for dealing with school violence, for example, communication, anger management and conflict resolution skills should be part of the training. The SMTs should be trained over an adequate period so that they are fully aware that the training is not about them but to develop plans for dealing with an emergency of school violence.

Parents should be encouraged to establish and maintain a healthy relationship with the school. They should be aware that it is important to be involved in the school emotionally, physically and morally to ensure that their Learners receive the best possible education available.

The study has shown that there is a lack of interest amongst parents to participate in school activities. Schools must interact with parents and give regular feedback on their Learners's progress. Schools must also be accountable to the parent community as far as the decisions and other issues related to school violence as a matter concerned. SMTs must acknowledge that parents and learners are their most valuable assets and they need to empower parents so that parents experience a sense of belonging and offer their expertise to the school because violence in schools is a societal issue which affects the society in general.

Parents, especially in the rural area, put all their faith in schools to improve the standard of their Learners's lives. Parents see schools as a medium to improve the standard of living of their Learners. This is specifically true for parents in lower socio-economic situations (Gene & Stoneman 1995:568).

Therefore, SMTs should keep parents informed about all its activities via, amongst other things, messages broadcast by local radio and information posters at the community centres, post offices and shops, using social media such as cell phones and via local businesses. Regular interaction with parents will undoubtedly encourage parental participation in schools.

Improved communication will ensure that the parents will know why and how they can be involved, especially when they are dealing the crucial issues such as harassment, bullying, the issue of gambling, gangsterism etc. This may change their negative attitude. The parents can be involved at different levels, according to their skills and knowledge. These levels can range from motivation and assistance with homework to management of the school (Khan1996: 61). The Provincial Department of Education should also assist schools to get the parents involved.

Recent legislation, like the South African Schools Act (1996:14) compels parents to participate in the governance of schools. Other participations like fund-raising and assisting with academic and extramural activities are voluntary and parents must be motivated and trained to participate actively. The motivation of parents is not only the responsibility of teachers and principals but also the whole education department.

Parents must be able to see the advantages for them if they are more involved. Schools should teach parents that they must work towards rectifying the problems that inhibit parents to be actively involved in school activities.

The SMTs involved in this study may wish to review and re-arrange their priorities. Learners should be attracted to the various schools by the quality of education that is provided.

The philosophy underpinning the South African Schools Act is that schools should eventually become self-managed and self-reliant. However, this is a process that can take years to complete. Attitudes have to be shaped, and skills have to be acquired by all stakeholders. Given the proper circumstances, these usually evolve naturally. Training and assistance from the Department of Education can speed up the process, but a new dispensation cannot be created overnight.

Further recommendations can be as follows:

1. The Department of Education should allow schools to have physical security assessments for all learners by using state approved assessment tools to reduce the violence that is happening daily. Furthermore, the security assessment should identify the school's capabilities and gaps such as Security-Emergency Management, Security Force, Entry Control, Fencing and Gates, Parking and Barriers, Building Envelope, and Closed-Circuit Video Surveillance Systems (CCV-VSS). This is a proactive way that allows school personnel to evaluate current security practices and identify ways to mitigate safety threats. The schools should conduct the assessment in a more user-friendly way and potentially send the results to a common platform for emergency management officials and emergency responders. This will assist the school in reducing violence in schools.
2. The schools should develop guides to be used by the School Management teams when there are emergencies. The schools should have access to the emergency services such as nurses, policies, social workers and psychologists to outline and deal with strategies to deal with the violence in schools.
3. One major problem we have today is that many schools, both public and private, do not have comprehensive school safety plans. In addition, of those

that do, we as a state are not sure what those plans should look like, if they meet basic safety standards, or are made aware of any incidents that occur. To help us solve this problem, we need to update and strengthen school safety plans to be more comprehensive with new tools and best practices for assessing, preparing for, responding to, and reporting school violence and emergencies, as well as update the Department of basic education every quarter.

4. The School Management Teams should use legislation, especially the South African Schools Act, to deal with learners who are the offenders of the law. All schools should operate in secure mode during teaching and learning time. The schools should have clear signage to assist the school management teams in dealing with learners who are bringing materials that can harm others such as guns, knives and scissors to schools.
5. Schools should have a programme that will be adopted by stakeholders of the schools to report information about suspicious behaviour, bullying, suicide threats, anxiety and drugs such as Nyaope and marijuana. Schools should have early warning systems to prevent harm or tragedies before they occur in the school.
6. The schools should make sure that school violence is part of the curriculum. It should be part of the daily presentations and provide training that needs to be incorporated for all school employees, volunteer staff, learners, and parents. It is recommended that this training should be similar to the now required concussion protocol training. The training could be delivered through a video viewed at the beginning of each school year and made available throughout the year as needed.

7. Schools should define the roles of individuals involved in school safety and security into three separate phases:

First Phase

The first phase consists of those who are School Liaison Officers (SLO). These individuals are fully empowered by the South African Police Services in dealing with strategies that will be employed by the whole school.

Second Phase

The second phase should make sure that all the teachers are on board regarding the issue of the strategies of assisting School Management Teams in dealing with violence in schools. The Department of Education should make provisions for hiring a person who will specialise in school safety and security and also in school violence. The person in charge should be utilised by the school to function specifically as school safety and/or security officer. The training that needs to be given to this section may or may not include firearms, pepper spray, handcuffs, impact weapons, and other weapons and/or equipment usually associated with security personnel.

Third Phase

The third phase consists of the school management teams and SGBs who have primary responsibilities other than school safety, yet are assigned secondary duties to help maintain a safe learning environment. The Department of Education should ensure that the district employs people who will maintain the educational or operational function of the facility (e.g., principals, teachers, counsellors, maintenance personnel, etc.), but also have specified safety tasks and responsibilities that need to be utilised when dealing with the strategies of addressing school violence.

8. Specific training is required for school safety and security staff.

First Phase: School liaison officer.

The primary role of the School liaison officer (SLO) is to be an effective asset for the school environment by acclimatising to the school culture and developing a rapport with the learner population and school staff. The SLO needs to successfully navigate the sensitive, and sometimes political, nature of a school and administration, while also possessing the knowledge, skills, and abilities to be an effective liaison between the school community and South African Police Services. Based on the unique role and wide range of responsibilities of a SLO, it is recommended that all SLOs receive position-specific training in addition to the training they received to be teachers.

Second Phase: Teachers

The primary roles and responsibilities of the School Liaison Officer, school security officer, and those who specialise in school safety and security are determined by the Department of Education. Staff must be trained to their specific duties and responsibilities as they relate to school safety during normal school operations, as well as during a crisis.

The following general training topics were identified:

- Legal authority, communication and limitations of South African Police Services.
- Skills such as de-escalation tactics, techniques, and physical controls.
- Cultural Competence; Mandatory Reporting Protocols; Target Hardening; Crisis Management,
- Intervention and Prevention; Familiarity with Law Enforcement Response to School emergencies.

Third Phase: School Staff

The primary roles and responsibilities of the school management teams and School staff to perform safety and security duties are determined by the respective school district. These school management teams and School staff members must be adequately trained to assume specific duties as they relate to school safety during normal school operations, as well as during a crisis. This training, and any response to an emergency, should be based on a multi-jurisdictional approach to school safety outlined by Department of Education.

The following general training topics were identified:

- Legal authority, communication and limitations of South African Police Services.
- Skills such as de-escalation tactics and techniques and physical controls.
- Cultural Competence; Mandatory Reporting Protocols; Target Hardening; Crisis Management.
- Intervention & Prevention; Familiarity with Law Enforcement Response to School emergencies.
- Emergency Operations Plan and Emergency Response Procedures; Incident Command System;

9. School liaison officers are an important part of a school safety plan for many schools. All these options are important and viable additions to school staffing. However, today in South Africa, we need to have an accurate report of how many schools have School liaison officers working and outline of their responsibilities in schools. We also need to know and what kind of training they have received to serve in our schools regarding the issue of maintaining order,

especially regarding violence in schools as a societal problem. However, there must be ongoing training and continuing education for all three phases of all stakeholders involved in school violence as a measure to curb safety and security in schools. A requirement for continuing education must be reflected in changing legislation. Professional best practices must be defined, while adequate research is required to match the international arena. As an example, School liaison officers (SLO) must receive regular legal updates, so they can fully understand the limits and scope of their authority in the school environment. Relevant legislation and court decisions continue to change, and SLOs must be aware of the relevant legislation. In addition, the position of SLO may differ from one school to another and officers must have a complete understanding of their individual responsibilities. Those who carry a weapon in the school environment must have appropriate firearms training, including decision making in high stress situations. In summary, an advanced training programme that focuses on working effectively with the school community, a system for legal updates, interviewing skills, policies regarding social media, incident command, and Crime Prevention through Environmental Design must be put in place.

10. Districts and schools should train all school staff (teachers, administrators, support staff, custodial staff, paraprofessionals, lunch aides, bus drivers, etc.) on the signs and symptoms of common mental health concerns among learners and youth. This will ensure that the adults in school settings are equipped to recognise the behaviours of a learner who is experiencing a mental health difficulty, and know how to appropriately respond to that learner, as a crucial component of prevention within school safety planning. Too often warning signs displayed by troubled learners have been missed by well-intentioned but

uninformed school staff. It is hoped that as adults within the education system continue to increase their awareness of these contributing factors, the schools will be more prepared to respond in to relevant situations. Having consistent policies and practices across all staff in the school will help to ensure interventions and support for the learner are enacted as needed.

11. Districts and schools should train all school staff (teachers, administrators, support staff, custodial staff, paraprofessionals, lunch aides, bus drivers, etc.) on the signs and symptoms of concerns related to common violence among learners. This will ensure that the adults in school settings are equipped to recognise the behaviours of a learner who is experiencing depression or dealing with bullying or other harassment, and know how to respond appropriately to that learner, as a crucial component of prevention within school safety planning. Too often warning signs displayed by troubled learners have been missed by well-intentioned but uninformed school management teams and staff in general. It is hoped that as adults within the education system continue to increase their awareness of these contributing factors, then schools will be more readily prepared to respond in related situations. Woolcock (2018:13) has emphasised that having consistent policies and practices across all staff in the school will help to ensure interventions and support for the learner are enacted as needed.

Further research topics for Violence Prevention

- Challenges of cultural diversity that will influence the violence in schools.
- The teacher in the violent classroom, which have negative academic achievements.

- Crisis intervention when learners are harassed or threatened by other learners due to isolation, emotional or physical problems.
- Counselling referrals; how to make appropriate referrals for learners to counsellors, including family counsellors and youth service agencies.
- Support Groups that assist in isolation and loneliness that can lead to attempted suicide, running away, dropping out of school and a host of behavioural problems.

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APPENDICES

8.1 TRANSCRIPTION INTERVIEW SCRIPTS

PRINCIPAL

NO 2:

R: What does school violence mean to you?

P: Any form of violence with the school, you know it doesn't matter the seriousness of the situation. Any form of violence, it can be verbal also but mostly physical, physical attack from one person on another.

R: What are your experience with that to violence as a school manager displayed by your learners?

P: I think my, in my experience and in my opinion, there is usually circumstances leading up to such incidents. I think from my experience as well from handling cases of violence in the school, and looking at the news, YouTube, there is a quite a difference, violence stays violence but it is not as violent as some instances where you look at it, what we experience within our school.

R: Okay. Most of the things that we are talking about, the experiences. How often do you experience incidents of violence in your school environment?

P: Very rarely. I am going to take last year, the previous year as a basis, I think we had four incidents of violence which we handled within the school.

R: In what way do you think personally affected by the school violence?

P: Considering the circumstances, one as a principal you do not want it, you want an environment for your Learners where they can feel safe, where they are not confronted by this. You do not want it in your school, but I mean the way that Learners are growing up, the things that they are confronted outside of the school, will have an influence on them within the school and you can't turn a blind eye towards it. So it is bound to happen. I think when it does happen it must be treated of handled quickly and there must be a resolution in the end, so that everybody who experiences it, can see that it is wrong firstly, secondly it is handled and that there is resolution in the end.

R: Okay. I pick up this, that you are giving the answer towards the question, that sometimes you find that the issue of violence in the school is not there, but it is starting from outside and the outside thing is the one that breed the issue of violence outside the school and it bring within the school. Now to me it says it is an issue of the community in general. So how are you going to handle that when it is something that is coming outside the school premises towards the school?

P: Look, that is why I also explained this and you know, I am going to give an example of what I experience, you know within a household, if there is a husband beating his wife, it is bound that when the child is from that household, is confronted within the school, that their reaction would be to resolve the problem, also to give a slap or hit somebody. So how do you handle this as a school manager, you can't

change what is happening outside of the school, but what we can change is the approaches and attitudes within the school, so the way that we handle it, by showing it is wrong, by giving resolution to the conflict and another ways of resolution to conflict, for me that will have a change, mostly if there was a disciplinary hearing and a resolution on violence, those Learners will not come back for, or make themselves guilty of it again. So the statistics show me that because you handle it this way, there is an impact on the Learner. So it is very rarely that the child will come back a second time for a disciplinary hearing on violence etc.

R: Okay. How do you view the effect of violent incidents in the school?

P: The effect of it?

R: Ja, the effect of the violence in the school?

P: Look, I think it is limited, I think because it is a high school and Learners in the high school are more adult, they know about things, they watch YouTube, they see what is happening outside, like I said the seriousness of the incidents, I will take one for example. Last year it is a boy and a girl in a classroom, they get into some or other argument, he takes her pencil case and throw it on the floor. She turns around and slaps him. Now okay, that is the violence that I am talking about. That is why I said in the beginning as well, it is not like knife attacks and things like that, it is sort of silly things, but it is still violent. You know, so most of the Learners are confronted with YouTube videos of I think nowadays Learners take these things in schools and they spread it through YouTube for whatever reason and those are the things that they see. So I think the impact for them on this, most of them would laugh about it, because they see what is happening outside, serious stuff that is going on. I think nobody wants to see violence, nobody wants to be part of that. So on the one hand, I would say 80/90% of the Learners will frown upon it, saying listen this is not who we are, this is not the way that we do things. It is not nice and then also get a portion of Learners who will laugh about it because I mean it is ridiculous. That type of attitude. If it is more serious stuff, I mean even for myself, I have looked at the YouTube video of the teacher, hitting the child, hitting the child, I mean within your sole it feels like something is dying, you are confronted by this unreal type of thing and luckily things like this, don't happen here, I wouldn't say it will not happen, but I think if I am confronted with things that seriously, Learners in the school are confronted with things that seriously, it does have an impact on you, you do not feel nice about it. I mean, I think our nature is not violent.

R: Out of what you have mentioned about the social media, towards the issue of school violence because Learners they adapt on one area to another and they put it on social media so that it must be so viral. And you have mentioned the issue that you don't know their information, apart from that, because it is a thing that affect all of us, what types of training do you think that teachers must be trained regarding the issue of school violence, because previously I think all teachers we have, there is no one case, he or she has trained about the issue of school violence. So now as a manager in your institution, what kind, or **what types of training can you anticipate that it need to be there as part of the recommendation, because it is a challenging issue and it will not stop today, it will continue and continue. Us we need to prevent and support. So what kind of training?**

P: Look, I definitely feel that teachers should be trained on handling this, I mean in most cases if the teacher brings in two Learners fighting on the playing grounds, they are also almost in shock. So definitely workshops on the kind of violence that can happen in schools, I think the department of Education will have a broad scope on what can happen. Look a teacher is with me for a year or two, moves onto the next school, we've got this environment here, but it is not necessarily the same environment in the next school. So if you can prepare your teachers on this is what is happening, so they've got a broad history of cases of violence, showing teachers, well this is the kind of things that happens in schools, and then also what should the action be, you know, stay calm, don't get involved in the arguments and things. Break it up, if you are a woman, two grade 12 boys are hitting each other, don't move in between them, they will hit you as well. You can also get hit in the incidents. You know that type of thing, what action should you take and I think from my experience, the way that we do things here, is the issue must be addressed and there must be a resolution. The parents must be involved with that whole action, if teachers can be trained on firstly, what happens, secondly how you do handle it.

R: What is the impact that hamper the effective teaching and learning due to school violence nationally and internationally?

P: I think it is difficult to say you what is the impact internationally or nationally, I can speak from my school, a very limited scope here. Definitely if there is fear, there can't be effective teaching. If there is fear that there might be violence in the school, it is hampering effectively teaching. If I look at somethings on social media I can gather that there can't be good teaching if things like that is happening in the school. So from my point of view, it definitely has an impact on teaching and learning, it should have, it can't be.

R: What strategies and recommendations could be made to education abilities?

P: I think workshops on violence, because it is something real, it is something that is there, like you also said, it is not something that you can wish away, it is there. To workshop teachers on sit, I think workshops with Learners on conflict resolution, what is the adult way of approach in conflict. Look, I think our Learners are confronted with movies, very violent movies, I don't think that is something that we can change, and it is something that they carry within them as if it is something that is real and it is something that should happen because that is what they are watching it in movies. So I think if we can workshop Learners as well on conflict resolution, you do a lot of things within the school, we do have workshops, we've got people coming in, on various topics and one of the topics would also be things like bullying, which usually would start with self-acceptance, there is usually a person who gets violent, has got an issue with conflict resolution, he doesn't know how. If you can give workshops on conflict resolution to the Learners and explain to them and teach them how to deal with conflict.

R: Don't you think that it should be covered in the curriculum?

P: Yes, for sure, I think in Life Orientation there should be themes in it. Addressing it, I think it is an educational aspect, it is something that is part of the education process. Teaching Learners how to resolve conflict.

R: Thank you very much for your time.

P: It is a pleasure.

R: You have said a mouthful about this, thank you very much.

NO 6

R: My first question is what does school violence mean to you?

P: What does it mean to me?

R: Yes.

P: Can I, it means to me it is violence between Learners and Learners and it is violence between Learners and teachers like from teachers to Learners, Learners to teachers. I don't know if that is, if that answers your question.

R: What are your experiences with regard to school violence as one of the teachers displayed by your learners? Not only teachers, but in general the managers in your school.

P: Okay not much, I must say I am here now for three years and there is not really violence here between Learners and teachers, from teachers to Learners. We've got the odd, how can I say between the Learners, I think I counted, the last year there was about five fights between Learners, so there is not much violence here that I can talk about here.

R: And how often do you experience incidents of violence in your school environment?

P: Like I said last year there was five incidents. One every two months, sometimes it is two in one month but like it is not a lot, it is really not a lot. So I can say one in two months.

R: So in what way do you think personal life affected by school violence?

P: In what way?

R: Yes, you personally, affected by school violence, that one incident of the two incidents that you saw during that time, how does it affect you personally, as a teacher in an institution?

P: I don't like violence, I have a police background, so I don't like violence. I don't like it when people hurt each other, I don't like it when you speak about Learners, violence between the Learners, when you need to call in their parents and you see disappointment in their faces, it is like I feel disappointed as the parent, because I

am a parent myself, so I don't like violence, it affects me, like it hurts me inside, I don't like violence.

R: How do you view the effect of violent incident in your school?

P: It is stirs up fear, fear around Learners, fear around the teachers because not everyone is, I can say, have the skill to work with violence, so you get a feeling there is a lot of fear around when something like that happens for a while, for a few days afterwards, it is like there is a fear hanging around the Learners who was there or who was involved and the teachers as well.

R: Based on the information that you have said, that previously you were in safety and security section?

P: Safety and security section as a police.

R: And now you are in a teaching field. What kind of training do you think I needed on managing the school violence to teachers and learners also?

P: I think you should definitely, there should be training for teachers, how to deal with violence, how to break up fights, because when two, how can I say, matric boys start hitting each other, parents think, ag teachers doesn't know what to do, so it is, I think they need to know how to break up fights and also self-defence. In that situation to defend yourself because when you go in the middle of a fight, you need to know how to defend yourself without stirring up the violence again. I think that would be a very good training if one can get that.

R: What is the impact that hampers effectively learning and teaching, due to school violence nationally and internationally?

P: I think it is huge, because like I said it stirs up fear, fear around the people and the Learners, and the teachers. The teacher when there is violence in the class the teacher won't be able to teach because he would be having that fear inside of himself and the same of the Learners, if they fear someone in the class, who is a violent person, they don't want to be there and they won't be participating in class as much because they would be afraid of that guy, so I think it, from a small place like a classroom, international, or I think everywhere, the fear makes the teaching not being done appropriately.

R: What other things that you can say about the impact of effectively learning and teaching based on the social media? How can it affect the learning and teaching the social media?

P: Same thing, you know if a teacher does something and it goes up in the social media, again, he won't be feeling that he can teach freely because he would be afraid of what is going to happen on the social media, parents and all the other people is really taking that person out when they feel he was not acting appropriately, so I think social media is also a stirring point for violence because people can say what they like, because they don't, they think they are not seen, so they can say what they like and they stir up violence like that.

R: What strategies and recommendations could be given to education authorities?

P: Sjoë. Strategies and recommendations?

R: And recommendations

P: Recommendations. You know, if I take how we go to work at this school, we take a zero tolerance on violence. So when there is a fight, we do a disciplinary hearing and we really discipline those Learners in the said disciplines that there is. I think if one can, if one can do that in each and every school that the disciplinary system works the same, everywhere, I think that can make the Learners feel they don't have that they can do what they would like freely, so I think the strategy would be to make the disciplinary system work in every school and definitely training. Training how to handle violence and that is what I can say about that.

R: Thank you very much for your time.

NO 20

R: What does the school violence mean to you?

P: Meaning school violence, anything that violence either a learner or a teacher, physically and emotionally and that hinders them from the process, from the effective process of learning and teaching. Anything, whether it is perceived of whether it is action, to me it means violence.

R: My second will be, what are your experiences with regard to school violence as the manager of the institution that is displayed by the learners in the school?

P: Ja, we have a lot of violence, a lot of violence that come from this area or from the school itself. It is actually a mirror of the society itself. There is a lot of people in society, my experience, my personal experience, my personal experience is that they prefer to solve issues through violence, because the school mirrors the community. Many things come into this institution and these things are resolved through violence, for instance when there is a misunderstanding between two learners, things get settled with their fists if they are not allowed in the school and there is a policy on that. You will have parents coming here, because of something that has happened in the home, or in the community and they wanted to filter through to the school, but our, we are trying to move our learners from the issue of violence itself but it still happens. Moreover that you will find that learners are fighting in this institution, when you try to find out why are they fighting, you will find that it should be a thing that could have been settled peacefully through negotiation. So, yes there is violence in the school and there are also threats that comes to learners, they threaten one another. Yes it is here and it is true that I have experienced it in this institution.

R: How often do you experience the incidents of violence in a school environment?

P: Sjoë, with frequency I will not be able to, but at least in a month you will find that there is an incident that has to be resolved. The incidence of violence that has to be resolved, but it is not that frequent. It is only that sometimes it becomes too violent

to the sense that we sometimes have to involve the police, frequency, it is once, twice in a month but not that frequent.

R: In what way do you think personally affected by the school violence?

P: Because I have been here for quite some time, I think I have become immune to the fears of violence, to some extent, I am expecting it because of the community in which we live in. Yes, I am affected as an teacher, remember I have to go as a manger, encourage learners that they should learn, but how do they learn when there is a perceived fear of violence in the institution, so yes, I am affected but personally I don't feel that it has anything to do much with me because it is much amongst learners, rather than it be amongst either learners and teachers.

R: Yes, but what I am saying is how do you view the effect of the violence incidence in the school, because when you say in the school, there is an effect somewhere, somehow.

P: Yes, it is true. It is detrimental to the learning environment that is absolutely true. It is glaring, because why, when there is an incidence of violence it means an teacher or other learners have to move to try to separate people, although it would be ground duty, and it is a few meters away from me, now it affects emotionally, the teacher and learners who have seen that incidence of violence and it takes time to separate these people, to make them calm, it takes away from the process of teaching and learning. We believe that it might be a contributing factor to some of the learners not making it at the end of the year because of the trauma that they have experienced because of the time that have been wasted especially with teachers who have to make sure that they control the scene of violence, calm learners down. It takes away a lot from us, so it negatively affects us as a school, this issue of violence.

R: I think you have mentioned that you have been some time in this school. I don't think that that was your first school of teaching. I think you have been in a teaching fraternity for so long that when you go for training either at University or at college level there was no kind of training specifically for school violence. No as a manager of the school, what kind of training is needed on managing the school violence?

P: Sjoel. Training mostly, I really don't have an idea but I think that much of the work should be on learners just to teach them on problems of their skills because sometime it is that are lacking in problem solving skills that they resort to violence. So I think if you can provide learners the programmes of the skills, and if you give them scenarios that usually happen in the process that will lead to violence and I think it will be much better but with teachers as to what should be done to them, eish, now I think it is beyond our expectations that we should be able to deal with issues of violence. What rather we should be doing is that we should be having maybe the support of the local police of any other structure that can help us delete issues of violence of schools.

R: But checking on the dynamics that is preventing you in the education system now. Don't you think the teachers, they need to have a training of dealing with school violence?

P: Ja, I think we should be trained but as to what kind of training will that take is a lot of a challenging thing, I really don't know because I believe that we need to treat the root causes of violence although we know that it is going to happen, but we need to treat the root causes and also equip teachers with the skills on, or rather learners on the skills of dealing these kind of situations.

R: What is the impact that hamper the effective teaching and learning due to school violence nationally and internationally?

P: Ja, as I have explained before, it takes a lot from the time that we should be focusing on teaching and learning and the impact at the end of the year, once learners from school they represent this community fail, then it means the nation itself if has failed, the local community has failed and that goes on to say we failing as a nation because we will find that this is not only the school, it is happening at schools around, meaning the community of schools around, whether it is a province or a township, it is failing learners because we are faced with this issue of violence to learners. Now internationally would also go through that trend, I am not sure what is not happening internationally but with us in South Africa this is too much violence in our schools and that has a negative impact on teaching and learning. Maybe South Africa, internationally as we gage it internationally it is among the countries that are not performing well, it could be as a result of violence that is experienced in schools, but in particular in the school I am.

R: The very same impact, how do you view it in terms of learning and teaching based on the issue of social media?

P: Ja, over and over again these incidents that happen in schools are shown in social media and they become viral. Many people throughout, people tend to gage is on or to put us on a pedestal based on what is happening in our community, so the social media itself, especially the framing of the incident itself also plays a role because sometimes, negatively so it glorifies the "victor" to say did you see, if it is among learners, they would say did you see how he or she dealt with that boy or that girl and when you move around in the corridors, you realise that learners get pleasure out of these kind of things which is negatively done and it focuses on negative things but what can we do. The role of social media here, it is very negatively in terms of violence, however we also applaud it because as much as you are saying, it is negative. It also shows that violence in our schools is here, it is not something that you cannot hide, because it happens. Learners go around with their cell phones to say that incidents that is happening, people capture them and then quickly drop a line, people realise that there is a problem, so it has its positives and negatives because it brings to the attention of people, the attention of the site in general, the challenges that schools have.

R: What strategies and recommendations could you make to education authorities?

P: Ja, the inclusion of social workers in schools in a group of schools. Here the department has social workers but they are very few, now these are social things that we are discussing with them and if you have somebody who specifically deals with issues like this, who is trained to deal with this, I think that would be the first recommendation. Also that teachers also need to be trained as you have said rightfully so that maybe there is a need for training teachers in dealing with this. We also need to involve the community and parents, most of learners who are involved in violence, you will find that they come from a broken home or they come from a home where there are challenges. So when we involve parents, it is going to be much better, the community at large and also through awareness campaigns of how these things negative affect learning and teaching in schools.

R: Thank you very much for your time.

P: You are welcome.

NO 24

R: What does school violence mean to you?

P: School violence is a very broad concept in the sense that one person unpick violence as meeting out come to people who are participating in their school during educated process or even during the school visits which definitely made that anybody in the examination should be in the school and intrinsically attached to it and becomes part and parcel of the school community and therefore when we talk school violence could be something about those who are attached to the school and are engaged in a violent behaviour and in the sense of violent, obviously one would talk of physically violence but then it is not the only type of violence one has, one can note. Even emotional violence can be part of violence too and spiritual violence to a certain degree and therefore when one speaks of school violence, one looks at all those other aspects that would relate to the emotional, spiritual and physical pain one suffers as a result of actions of violence.

R: What are your experienced with regard to violence as a school manager, displayed by your learners?

P: Okay, with regard to learners the one thing that one really filters from interactions with learners, particularly when learners interact with one another. Say during breaks when learners of different grades, from grade 8 to grade 12 interact with one another, others exercise the right to dominate others through bullying for example. Whether they are girls or boys. In some instances it generates into physical violence where others simply just clap or just use fists to show dominance of violence and therefore there is a certain level of violent behaviour from learners, and that kind of behaviour does not necessarily make our school the centre of violence fortunately, but you will see sporadic acts of violence that are being reported by other learners or some instances a teacher or two or even GAs, particularly the GAs that we have and who are responsible for the upkeep and cleaning of the GET section of our school because these are two campuses. They are the ones who are more proactive in particular and then they will come and report that so and so did this, because they

are more hands on and in such a way you tend to note that acts of violence of that nature are mostly reported from the GA.

R: How often do you experience incidents of violence in your school?

P: Okay. If I have to say last year, last year we reported cases less than 20 of them, and from over sixteen of them emanating from the GET as I said and four of them the FET but then you will find that there is this hand of linking to a learner from GET every term and these brawls. They interact and discover, quite recently a grade 11 learner had a With a grade 8 learner and so that is how one experiences that but generally in the FET, it is a bit subdued from GET.

R: What way do you feel personally affected by the school violence?

P: Of course as a leader, if your school would be characterised as a violent school, then it is a no, no for you because it says there are no systems in place, but then put the systems in place, you would realise that there minimal instances of violence because there are procedures, there are processes to deal with issues of violence and how you execute such procedures and processes. We will definitely determine whether you are on top of the situation, personally as a manager.

R: How do you view the effects of school incidents or the effect of violent incidents in the school?

P: Look, to a learner who becomes affected, it is traumatic and one would secondly know how such a learner behave, particularly when, if the learner perceive that there is no help from the surrounding school environment, where he or she would just go and tell the parents and feel that they would be the last resort. You see, but then when the learner knows that, when I experienced this, he is the principal I can talk to for example, or here is the teacher I can talk to. I feel that it gives that sense of security and a sense of assurance that the parents place on our shoulders the responsibility to look after their Learners, but you know they stand up for their rights and therefore there must be a sense of security that says, yes, the teacher is fine, and therefore parents would not have a doubt of that, they would bring their Learners to our school because they know, that is one thing that I am sure of, as a principal and school manager.

R: Being a teaching fraternity for so long, what kind of a training is needed on managing school violence?

P: Okay. Teachers in general, need skills and even managers in particular, we need skills on how to manage human relations and conflict and how to reduce the level of stress and secondly also how to recognise that some of the people are under stressful situations so that we can for the impact of violence, of course some of the other things that we as managers in education really need is to attend courses on conflict resolution and secondly also on classroom discipline because this is where certain instances of violence have root courses. Apart from that, when you interact with parents, teacher parent involvement are very, very important because this is where when you can be in a position to download information to the parents and from the parents so that we can understand fully the relations between home and school, because in some instances our learners bring baggage from home and because we are the nearest resource of viability to them in some instances certain

other things that really do not work out we hardly integrate certain instances or certain behaviour from our learners as acts of violence but we will discover that they are not necessarily act of violence but it is a cry for help and because we may miss the point, we become culpable as parents, adults and people who are supposed to ensure safety and security for our learners.

R: What is the effect that help us the effective of teaching and learning due to violence nationally or internationally? Remember this school is a national school of learning? So what are the things that can hamper, or the impact that can hamper the effective learning and teaching and while you are thinking about that, the issue of social media how can it make an impact towards learning and teaching based on the issue of school violence?

P: Okay. The first question relates to how schools become secure as key functions of learning because they provide output to the national employment. When the school is not a secure environment for learning and teaching, then naturally minimal output to the economic development of our state it becomes really minimal in the sense that much of our kind of we spend to kill the fires rather than imparting what is quite necessary, teaching our nation you see, and that really exhaust resources in terms of time and human capacity because we have skills in South Africa then we spend far too much time dealing with violent behaviour of learners or in some instances with violent behaviour of the community or most important the violent behaviour of teachers. Then surely education is not really taking place. So in terms of that, because the state spend a lot of money you see because you will need to do some intervention, and like you see the MEC of Gauteng, you become the spokesperson of the department. You have to also understand that our history also has to deal with how the state metered out violence to its own people and therefore some of this are the ramification that we are dealing with unfortunately. How we are dealing with the state of our democracy and how do school democratise themselves so that they can be in a position to assist the communities. I am thinking of how the school nowadays becomes violent to the education centres, you come to think of the parents in Soshanguve who suddenly came up with the norm of just ejection teachers or principal from their schools. It was violence, because the victims of that become traumatised in the sense they would always be afraid to come to work and they will always think of themselves of the victims and secondly they are not really sure that they are safe. When the district is unable to take decisive action, regarding the security of its own personnel, then it becomes a problem, you see. When you are just implement people from one point to the next without advocating non-violence, that becomes yet another problem because now the community will take over like they did, you see. So you see sporadic acts of violence and particularly when they see members of the community just to take away documents from the district personnel and say we are going to place ourselves in schools that is violence. You are afraid telling the integrity of an organisation and institution, what more of the people who become the agents, like principals and staff. The other part of the question I have just forgot to.

R: It is how can social media have an impact on the effectiveness of learning and teaching, because now of late you will find that something is happening here, you didn't see it as a principal, but it is in the social media and then people are calling

you and say, Sir are you aware of this, yes, **how can the social media have an impact on the issue of violence in the school?**

P: Okay. Social media is a reality unfortunately and naturally the people who consume information from the social media generally young people and even adults, and both of us as adults, whether as partners of knowledge and information as teachers and the learners who are recipients or participants in it. Really we should be made aware of the impact of social media in the sense that the state also puts legal precepts to regulate the use of social media for example, if you talk twitter, if you talk Facebook if you talk all the Instagram's the legislation has to provide parameters wherein that can be utilised. For example if the school also in its code of conduct regulates the use of cell phones, because probably right now what we are doing, we probably get the bringing of cell phones to schools but then at the same time we want to deal with the issue of the fourth industrial revolution at the core of which is ICT then we have the skills of any relationship with the ethos and the goals of the national democratic revolution, you see. In the sense that you try to curtail the use of ICT but you still have an advantage of using it successfully and profitable so in the sense that yes, there are e-books nowadays, e-learning is part and parcel of our grade 10 and grade 11, naturally it says, yes we the department will bring about those tablets to class, how do you stop learners from using tablets for example, but then of course I will go back to the issue of our code in conduct, we retrospect the responsible use of ICT, cell phones and tablets for example, as teachers as workers and also as learners you see, because there are dangers of course, we have cyber bullying, for example and we go to let learners understand that. In some instances when you about using, if I may mention language on social media that is bullying in itself you see you need network to transmit that. That is a course to human lives, people emotionally get affected you see. As a manager at school and learned that something is viral on the network that emanate from my school, of course I will have to try and find out where it emanates from and secondly whether it has it violate second post in terms of a proper as teachers or code of conduct in terms of learners for example, because one can not necessarily say let me stop ICT from making its way in our institution but responsible management of the use of that, well that will definitely bring some particularly when you come up with advocates, you see, when you advocate the use of ICT, you are saying that good news of making sure that many But then also you will say whoever is using it, remember you cannot cross certain boundaries, for example if you use it just for pleasure and then that is where it becomes problematic in terms of the code of conduct of the school, the code of practice and the ethos of the school.

R: Thank you. Basically I was just going to say to you that remember in Gauteng they have pillar no 6, which deal with ICT in education as one of the pillars. The question of the social media it is in related to the one of the MECs pillars which is ICT in education. **How can you see social media is not part of your learning,** while the MEC is very clear in, the pillar itself but saying it, I want ICT in education?

P: It is not learning. You see, that is what I am wilfully saying, that as school managers, as professionals, as teachers, let's encourage the use of ICT and let us be as the forefront of the use of ICT but surprise, surprise who discover that out of staff, are really fully conversed and with the use of the laptop for example you see and then you realise that there is no reception of that, is as a result of an over

reliance on the chalk and talk method. It has not really left our system because we have become loyal to the chalkboard, and so a smart board becomes an alien instrument of learning and teaching whilst it revolutionises to teach and I think that is what MEC and research with the use of ICT. But then naturally if the teachers is 20 or 30 years in the majority age in teaching, they will not really fully embrace the ICT as such but the next generation of teachers are from TUT and whatever, I think they are the excellent recipients of this transformation in education where you use ICT but it does not necessarily means that we are going to abandon training them, you see. The use of our interns and not just people who really need employment unfortunately and then they are being told they will become an intern, we have people who are hand on who can definitely assist teachers in you know manipulating these gadgets in ensuring that this gadget become more important, when a learner uses it as a tool for learning rather than only just a tool of communication. You see, and for me the only disturbance that comes about is only when the teacher who must be the champion of transformation is the one who would become hesitant to transform to utilise, that would be the only hindrance to the learners in the use of ICT.

R: What strategies and recommendations could be made to education authorities?

P: I think education authorities already have gone a distance by providing teachers with laptops for example, in that way they will utilise these gadgets and effectively utilise them, not just only to do lesson plans, you see but then also draw lesson plans from the internet and so on to interface with other teachers stakeholders from around and abroad on imparting knowledge and utilisation of certain lessons in their classes because the use of internet, there is limitless boundaries and therefore we definitely research it and lots of information that can assist us, therefore what I could say is to recommend that education officials increase the availability of Wi-Fi facilities, network facilities so that receptivity can be quite abundant so that we are not limited in terms of whether we buy data bundles or not. So that each classroom become a hotspot of learning because there is Wi-Fi accessibility. You see and I think people will try to develop with the information at their fingertips and then they will see the fruitful use of that. That is what I believe that education authorities should do because they have gone a long way albeit many of the present port of teachers are still doubtful, you hear it when they say when you give learners tablets, and the results will go down. When the tablets are not there, the results go up. All that kind of sentiment. Thank you.

R: Thank you very much we are done with our interview.

P: Thank you.

NO 27

R: My first question will be what does school violence mean to you? School violence, the meaning of school violence?

P: Oh school violence.

R: Yes.

P: It normally starts with bullying, some learners bullying some others. Bullying it is, it normally starts very soon. Where one learner can try to you know either to get money from another learner or maybe take one his belongings. That is basically where it starts and then sometimes it is escalating into a violence. The persons who has been bullied, can try to retaliate to the person who is bullying and that would result in a serious violence.

R: Okay, what are your experience with regard to violence as a school manager?

P: Ja, violence it is according to my experience, like I said you need to nap it at bullying actually. So that you may not find a situation whereby violence can be experienced in a very serious way. What I normally do is that if learners were fighting, I normally follow the procedures whereby I will take learners for a disciplinary hearing where there is going to be the chairperson of the DC who is going to preside over the issue as well as a member of the SGB an proper measures will be taken according to policy where a learner can be suspended for a particular kind of phase, immediate suspension if there was a fight with immediate suspension and from there they will be given a date and a name where they will appear at the DC of the school and the DC will sit and after hearing their sides of the stories and then they will refer it.

R: Okay, how often do you experience the incidents of violence in your school?

P: I would say the issue of violence in the school, we experience it almost after every two days or one day, but sometimes it happens that we may a week without any violence. Since we reopened I only had one where two boys were fighting, since the schools reopen. I nipped it by the butt because both boys were suspended and they also got the right punishment, so now it is better.

R: In what way do you feel personally affected by the school violence?

P: Ja I think I become affected as a person, sometimes you sympathise with the learners because some are fighting or causing violence because of psychosocial problems that they experience at home and that is why they become violent.

R: How do you view the effect of violent incidents in the school?

P: It really affects, and it affects most learners, more especially those learners who are not violent, some would take that, it is the right way of resolving issues, if you've got issues. So sometimes it has got, actually not sometimes, always it has got the very negative effect on the school and the running of the institution.

R: Being a teacher for so long and being the head of the institution, I think you have been there for many years. What kind of a training do you think is needed for managing school violence?

P: I think in order to manage school violence, training must be provided to all stakeholders in the school, be it the GA and AA an teachers and HOD, and deputy

principal, a principal, all the people must be capacitated how to deal with violence, because nowadays we have seen now that teachers sometimes are being attacked by the very same learners. Now they also need how to deal with the issue.

R: What is the impact that hamper the effective teaching and learning in the school due to violence?

P: Ja, it really disrupts because if learners are fighting during periods, they affect our classes, where there is a lot of noise that will cause other learners not to be in their classes. So they draw attention of their class and other classes within the school, so it disturbs learning and teaching.

R: Social media, it is very viral on the issue of violence. Can it affect the effective teaching and learning?

P: Social media it can, it can affect as long as whatever that is being shared can be something that can contaminate, like if one learner in an institution is going viral, then the issue that is going viral it is something that is not palatable in a way that could affect the school.

R: Does the school have a policy of dealing with the issue of ICT?

P: We have such a policy, yes.

R: Can you elaborate further about the issue of the social gadgets relating to your policy?

P: Our policy is very explicit, we've got smart boards in our school, we've got tablets in the school and the policy it is just saying this gadgets may only be used for educational purposes and if learners have to use their smart boards, they may use smart boards in the presence of an teacher where they will be accessing educational material, but learners be learners, sometimes of them, some of them, they will also use it profitably so. Especially the gadgets.

R: What strategies and recommendations could be made to the education authorities regarding violence in schools?

P: The only think I can say is that say, let me embrace it in totality to say, I think in schools, one, every schools needs a social worker for psychosocial issues. Every school needs maybe two policemen for issue of search and we also need the apparatus of dealing with this. Every school needs at least a nurse or two nurses that can also assist in terms of learners who are sick in an institution and so on and also to test the learners who are being affected by drugs and so on, because most learners who are actually bullying and whatever, most of them are under the influence of drugs. So if the department can be able to give us such nurses, in terms of testing the learners, in terms of having this human resource around our schools, our teachers may also be safe in the institutions. The patrollers that we have are not trained, they are just like teachers in terms of dealing with issues of drugs, issues of psychosocial problems that the learners are facing. So if each and every institution can at least have one social worker, and maybe have two policemen there in an institution, maybe we can win this issue of violence in our institutions.

R: Thank you very much for your time. We are done.

NO 32

R: What does school violence mean to you?

P: School violence according to me, the school violence can, or basically means that you got a situation whereby the situation that you cannot control basically, in other words it has to do with the, it can be physical it can also be emotional in the form of harassment or bullying and to me that would be school violence.

R: What are your experiences with regard to violence as a school manager? Your experiences?

P: In most cases you will find that certain issues are caused by emotions and maybe sometimes it is due to the fact that some learners did not, their upbringing for example, in most cases you will find that learners are actually doing that are from broken families when you try to investigate and I also think that our society has also have got to be briefed on this.

R: How often do you experience the incidence of violence in the school?

P: It is like maybe twice a month, ja, we've got, sometimes we've got only one case in a month's time.

R: Okay, in what way do you feel personally affected by school violence?

P: personally sometimes I feel that I am not safe also as a principal because you might be expecting that people are coming to your office to, for example to investigate certain matters or maybe to report certain cases, only to find that they are also coming to pose a danger to you and the issue of lack of security at schools, it is also a concern.

R: How do you view the effect of violent incidents in the school?

P: View them in...

R: How do you, the effect of it, there is the violence, the effect of it in the school?

P: I think in the school environment the effects are that it is now basically disturbing or actually it is basically taking out that situation that learning environment. So basically everyone is no longer safe, if there is a scream, or some kind of a noise, learners are basically, basically everyone is almost affected by this, emotionally.

R: I hope and I trust that you have been in the teaching fraternity for so long. Now you were not trained about handling this. Now my question will be **what kind of a training is needed in managing school violence?**

P: Maybe managing violence basically need people that are exposed to violence or that has basically experienced it in the past. Just for an example to share with us that experiences. I believe that we can take it from there.

R: What is the impact that can hamper the effective learning and teaching in the school due to violence?

P: Violence in most cases, it traumatises the learners and even the teachers and then what happens is we experience such incidence, to take the school back to normality or to that situation to an environment where teaching and learning can take place effectively. It will take some time, even though the department is trying to offer counselling to some of the victims, but it doesn't work always and then the time that it takes for one to heal, I think the time that it takes for individuals to heal differs, so we might not just take it for granted that if an incident happens counselling has been done then everything will be back to normal.

R: How can social media impact towards the learning and teaching due to school violence?

P: You see these days you will find that if violence has taken place in some of the schools, that thing goes viral due to social media. Basically what I have observed is that that actually encourages that bad behaviour amongst the learners because remember they are still teenagers. So they are basically not aware of what is wrong, what is right. So for them it looks as if it is cool to be fighting with the teacher, or one of your superiors, or some of their fellow learners.

R: What strategies and recommendations could be made to the education authorities?

P: first of all I believe the use of social media. Let's start by saying the use of cell phones in schools, it is a challenge because in most schools there are no policies from the department, but then schools have got to come up with their own policies. In one school learners would come with their cell phones, and then they have lock in systems, due to the fact that those schools have got resources, they are able to provide those, but in schools like this one, where you don't have resources, that is a challenge, so you will find that the learners bring cell phones in class, some would take photos of teachers, if there is anything, any argument, then videos are taken and then they go viral. So that is where I think, that is basically the challenge there. So if you can for example be able to monitor the use of cell phones.

R: Thank you very much for your time. We are done.

NO 36

R: Now my first question will be what does school violence mean to you?

P: As a Principal school violence means any violent act that can be experienced by learners, by teachers, by any stakeholder within the premises of the school.

R: What are your experiences with regard to school violence as a manager that is displayed by your learners?

P: Ja some of the learners are violent. Even though it is not physically that I have experienced, but violent in terms of reaction when you talk to him or her, peacefully

in a calm way then the learner are out of emotions, then I can say it is violence in the sense that it leads to unnecessary arguments and obviously during arguments someone can lose temper then it can end up being something which is not well.

R: How often do you experience incidents of violence in your school?

P: Not so much but then we do have those cases where learners behave out of hand.

R: In what way do you feel personally affected by school violence?

P: In what way am I affected?

R: Yes personally as an individual you will find that the school violence, how does it affect you as an individual?

P: Ja, it affects me negatively because immediate you confront one another in that situation and then obviously the working situation it won't be any more harmoniously. Then you start to have an attitude towards that learner because of a certain behaviour that he displayed. So obviously the relationship it won't be cordial anymore, so that is why we try to guard against such violence.

R: How do you view the effect of violent incidents in your school? The effect of that violence?

P: Ja it leads to so many things, it leads to the culture of teaching, not being effective in the sense that in happened to one of the teachers, where because of that confrontation that he had with the learner then she resolved not to that class anymore. In trying to discipline those learners but eventually the teaching situation is compromised in a way.

R: I hope and I trust that you have been in the teaching fraternity for so long. By the time when you attend your college or your university, there was nothing, there was no curriculum that was designed to deal with the issue of school violence when you arrived. But my question would be, **what kind of training is needed on managing school violence?**

P: I think an intensive course on school management must be done and the school managers need to undergo that training where violence is been taught or is being emphasised and strategies to cap those violent situations because of, in the earlier days it was very rare to have those situations whereby learners confront teachers in an undignified way, but nowadays it is so much frequently that the relationship between the learners and the teachers it is no more harmonious. So it end up leading to violence, so that is why I am saying, management of the school need to undergo training, especially on violence in schools. I think there is supposed to be a course that strictly deals with mainly how to manage violent situations, because of it is getting out of hand. Not only to school managers, I think even to learners if somewhere, somehow it can be included in subjects like Life Orientation whereby learners can be taught how to behave and the question of respect, that it come back once more because somewhere, somehow our learners lack that respect. Lack that Ubuntu concept so we are gradually moving apart from one another and it is not nice.

R: What is the impact that hampers the effective teaching and learning in schools due to violence?

P: Look, in most cases management find themselves busy with even with cases we had to call SGBs to help in addressing learners because of these learners are the responsibility of both the parents and the teachers, so it impacts negatively the whole running of the school.

R: Social media is one of the things that is very viral now of late. How social media can hampers the effective learning and teaching in schools?

P: I think maybe I can play a more positive role than what they are doing presently because I expected the media to help in teaching values, culture and all those elements of Ubuntu but instead most of the time media will bring out all those negative things that happen in school situations and they will bring out violence that happen instead of preaching the good gospel of Ubuntu, the good gospel of working togetherness.

R: Pillar no 6, it talks about ICT in education in Gauteng. So how do you relate social media with the pillar of ICT in education due to violence in schools?

P: ICT plays a very good role, even though I think it has less impact on the school situation in the sense that most of the time we use our ICT for teaching purposes. It is when the media is taken outside the school premises, it is when we consult things such as Facebook, it is when we consult such things such as Twitter, and those are the ones that I think they misrepresenting the ICT in the real sense the word. The ICT is supposed to help the more effective teaching but this other element as I have said, the Facebooks, this other ones, that impact negatively on teaching because of the other ones that shows this violent behaviour either by teachers or this violent behaviour because of learners. So I expect media to play of a positive, more of a constructive role than just only displaying the negatives

R: What strategies and recommendations could be made to education authorities due to school violence?

P: To be honest I think to education authorities I would advise them to bring back the religious aspect of education. Ever since we move away from the religious part of education then that is where I think we started to have a problem. I know it is because of cultural diversity, within South Africa but then immediately we don't participate truly and honestly on Christian values and that is where this other elements goes in and take part in the whole violent situation.

R: Thank you very much for your time. We are done.

NO 38

R: What does school violence mean to you?

P: There are so many things, bullying, fighting, rowdy behaviour, fighting with teachers all those things. Fighting each other, verbal abuse.

R: What are your experiences with regard to violence as a school manager, experienced by your learners?

P: Where do I start? Okay, I can write a book. With us here we experience violence on a daily basis such that I normally tell people, even when I come on Monday I think people will maybe I followed the wrong career. We experience it on a daily basis. Amongst learners and then what I discovered is that the community surrounding our school, our learners, they are malfunctioning and then most cases they emanate from bullying, and then they by using within the school premises, that is why they attack each other one another and they end up again, they even, we even find that a group of learners from one school, even last year they had a term by pizza, things like that School violence means it is violence between a learner and an teacher, or between a learner and a learner, that is what I called violence.

R: What are your experiences with regard to school violence as a manager in the school?

P: Ja, since the new constitution of South Africa, actually each and every day there is violence in the school because of learners of not respecting their teachers actually. They know that nothing will happen to them. So they just take action anytime they want, so actually there is no respect in terms of learners. So violence takes place each and every day in a form of bullying other learners.

R: How often do you experience incidents of violence in your school?

P: On a daily basis.

R: In what way do you feel personally affected by the school violence?

P: Ja, I actually feel that, sometimes I feel that I must the system, because I am not protected actually by the department's policy.

R: How do you view the effect of violent incidents in your school?

P: Ja, it is actually affected education a lot, the learning environment is no more conducive so learning, teaching and learning is no more taking place as it is supposed to because of violence.

R: I hope and I trust that you have been in a teaching fraternity for so long. What kind of training is needed to assist in managing the school violence?

P: So I think the training that we need is implementing the disciplinary procedures and also implementing them because actually for now there is no document which guide us as to how do we discipline learners when they are out of order or violence.

R: What is the impact that hampers the effective learning and teaching due to school violence?

P: There is always destruction of classes.

R: How can social media have an impact in hampering the effective teaching and learning due to violence?

P: No I don't think social media should take any part in these things in my view.

R: But in many occasions you see those things on social media, so how do you view it. Does it affect learning and teaching when it is happening in your school?

P: Yes, it does.

R: How?

P: When people see, when especially learners, when learners see violence in one of the schools, they also want to implement it instead of, ja actually they want to see it happening in their school because they saw it happening in another school, for instance if they saw a learner is stabbing an teacher in one for the schools, they also want to do the same thing. They take it, that thing as a role models.

R: How do you relate the issue of social media to pillar no 6 of ICT in education due to violence? Remember pillar no 6, ICT in education?

P: Yes, I know there is. Ja, like I said instead so that impacting positively to learners it is impacting negatively because actually learners are trying to do what they saw in social media. They want to implement what they saw in social media, so in a way it is impacting negatively, instead of positively.

R: What strategies and recommendations could you make to education authorities due to school violence?

P: I think they should provide safety measures to schools in a form of safety and security. So that we as teachers, our job is just to teach, but there must be other people who would be working in terms of safety and security. This is what I think the department should do.

R: Thank you very much. We are done with the interview.

NO 40

R: What does school violence mean to you?

P: School violence is to be involved, interaction of teachers and learners physically, verbally. Ja that is what I can say about that.

R: What are your experiences with regard to violence as a manager in school?

P: Ja, there is violence, yes there is sometimes people will fight, they can be an teacher to an teacher, it can be a learner to a learner, a learner to an teacher. Engaging in violence. Ja that is all that I can say.

R: How often do you experience incidents of violence in the school?

P: Monthly, every month we experience, especially learner to learner. Teacher to teacher it happens seldom, but teacher, a learner to teacher, it does happen but seldomly.

R: In what way do you think personally affected by violence in school?

P: ja, well when people fight, or when learners fight or when teachers fight or whatever kind of violence at school, it affects the smooth running of the school. So sometimes we need to intervene and try to bring peace or amongst those people and when do that at times they think that we even take sides after listening to both stories, so you find that one party is content about the decision that you take as a leader, so it bring division. You will find that he loses courage in you as a leader, because he thinks that you might have taken a side.

R: How do you view the effect of violence in the school?

P: It affects, like I said, it affects the moral of the teachers, if it is maybe a learner to an teacher. If it is a learner to a learner, some of the learners they are so sensitive, so sometimes it depends on the kind of the background they come from. You may find that the learner experiences violence, even if it doesn't affect him or her directly but because it happens in front of the learner and then it can affect the learner as far as the school work is concerned.

R: What kind of training is needed on managing school violence?

P: Well, professionals, people who are trained professionally to assist in violence. I think they are the best people who can assist us at school.

R: What is the impact that hampers the effective teaching and learning in schools due to violence?

P: Like I said earlier on, it affects teaching general. Ja I cannot specifically say which part of teaching but the entire teaching process can be affected by violence, then that can affect our school results at the end of the year.

R: How can social media have an impact in hampering the effective teaching and learning due to school violence?

P: By saying negative things about the school. You may find that when it gets to the ears of the parents, they might not value our school that much because you know media might say things which are not exactly like that. So they can damage the image of the school.

R: How do you relate pillar no 6, of ICT in education towards school violence?

P: Pillar no 6, about ICT in school. Sometimes when these learners are given the tablets, they must use them. Then they bring things which are not supposed to be in the tablets, like pornography and the others, and that might insult maybe one or whoever, any stakeholder at the school and that can also cause violence but with the intention of maybe giving the learners the tablets was to assist them in the learning process but it might turn around and contribute to violence.

R: What strategies and recommendations could be made to education authorities due to school violence?

P: I believe that if they can assist, the department can assist by having some lessons which can be part of the school curriculum. So that these learners can be taught the morals, since they are going to be assets to the society. They need to be taught as, it can be introduced as a subject, even if it cannot be examined at the end of the year but maybe as an enrichment to learners, they can introduce a subject that deals

with the violence or it can be incorporated into Life Orientation as a chapter in Life Orientation in all grades.

R: Thank you very much. We are done with the interview.

NO 44

R: My first question is what does school violence mean to you?

P: These kids they are experiencing family background, because most of them they are family headed and some they are staying with their stepfather, stepmother, and then most of them, if we can go in many classes, you will find four kids being of one father, different mother and they are fighting because some of, in that particular family they are getting benefits other than others.

R: What are your experience with regard to violence as a manager in the school, because you are a teacher, some managers they are managing everything in the school. How do they manage violence in the school?

P: Okay, there are classes in which we cannot handle in the school, so we refer them.

R: How often do you experience those incidents of violence in the school?

P: On a weekly basis, mostly after break, it seems these learners are eating something. They are using drug, dagga, most of them, they are smoking.

R: Okay, in what way do you feel personally affected by violence in the school, as an individual, like you? How does it affect you as an individual?

P: It disturbs my lessons.

R: How do you view the effect of violence incidents in the school? The effect of it, this is violence taking place, now what is the effect of it when it takes place?

P: Effect?

R: mm.

P: The effect is I can see the school when it is happening, because some of the learners they end up trying to join what is happening, like in the past, there were groups, gangs, if one member from other gangs fight with one another, then they come with gangs, then they are fighting, so it affects the school negatively.

R: Okay, you have been part of the teaching fraternity for so long. By the time you have qualified at a college or universities, there were no issue of training of how to handle violence or managing it. Now my question is **what kind of training is needed on managing violence?**

P: Training to manage the situation, because it was not there before, but today it is there. So we need to manage them, how do you manage it? African language ...

Reader training as teachers, because corporal punishment, we would just make a punishment to the learner but now because of their rights and the law protect learners more than teachers, so we need a training where they will guide us how to manage crime in the school.

R: What is the impact that hampers the effective learning and teaching in school due to violence?

P: Performance. The poor performance. African language That learning while being violencewe have fear as teachers what will happen to me. We have fear of these learners, what will happen to me.

R: How can social media have an impact in hampering the effective teaching and learning in a school due to violence?

P: For example if ... African language But after that incident. African language. ..

R: How do you relate pillar no 6, of ICT in education towards the school violence? Pillar 6 says in Gauteng Pillar no 6 it says ICT in education, that is pillar no 6. Now how do you relate pillar no 6 with the, what is happening due to school violence, what are the positive and the negative of it?

P: African language

R: What are strategies and recommendations could you give to education authorities with regard to violence?

P: Leader support. The social worker.

R: Thank you very much for your time.

NO 48

R: What does school violence mean to you?

P: To me the school violence, it has quite a lot of issues that happen in a school, on a school day. Maybe learners fight among themselves, maybe learners that taking things out of other learners and then it turn it becomes now more violent and might also be teachers on learners or the other way around, learners on teachers. So it happens quite a lot. I would say this a huge topic, even to unpack it, I think it will need more volumes that is the way I see it.

R: What are your experience with regard to violence as a manager in the institution?

P: My experience is that it takes you out of your plan, and it can also make the school not to run, it actually changes what you are supposed to be doing as an teacher because at times you end up sleeping in the hospital because you took the learner there and you are having a challenge of getting the parents to take over. So as a manager, you end up sleeping over, I am speaking from experience. One night I spend the night in Garankuwa, in the casualty because the learner was

attacked outside the school, during the school hours. We waited for the ambulance, the ambulance never arrived, we was still waiting, so now as a manager I am trying to take a risk, sometimes you take a risk and say you are not going to watch the child dying. So I took the boy to Garankuwa and then I said to my deputy, go and look for the parents or phone them. My deputy managed but the parents were not at home. So by the time they go the message it was the middle of the night, so they only early at the hospital in the morning. So I left the place at half past five but I, I mean am in the morning, but I arrived at the hospital at around half past four pm. So that is what I am saying, it can create a lot of problems.

R: How often do you experience incidents of violence in your school?

P: Almost, can I say you saying thanks if anybody gets into the bus and all the learners gone and you can see the streets are clean and you didn't have any incidents.

R: In what way do you feel personally affected by violence in the school?

P: Yes, it affects you as an individual as a person. You know sometimes when learners are fighting you see the blood. It changes your way of thinking.

R: How do you view the effect of violent situations in the school?

P: The effect start, it affects almost everybody who comes across that and it also impacts negatively on education because once it happens, those learners that were supposed to be sitting in the class, they are traumatised. It created trauma.

R: I hope and I trust that you have been in the teaching fraternity for so long and by the time when you go to college or university, there were no slot or anything in the curriculum where you were dealing with the issue of school violence. Now my question is what kind of training is needed on managing the school violence?

P: I would say it would be good just, it just need to be a topic at a tertiary where people are just training on how handle the violent situation because the violence is not only internally, it can be someone who come from outside. Violating the school, coming in the school, like the recent things that are happening in the province where you get attacked from outside and then how do you handle the situation in that area? So I would say schools, previously were not build to handle such, so I believe going forward we need such topics in our training and also on how to handle it and get the experts how to impart all the whole knowledge of violence because it is really a dangerous situation.

R: What is the impact that hampers the effective teacher and learning due to school violence?

P: It looks like now and then you have to keep on saying for teachers watch out, or watch this space then how do you concentrate while you are watching the space, because you don't know what is going to happen anytime, any minute, even if somebody is approaching you, you don't trust, so it is like we, and the learners too, because you don't know what will come out of the learners, even when you sort of like say no, education is like discipline. You say John don't do that, but you don't

know how John is going to react. So that is where the situation, it is becoming more impossible if I can say to be calm in education.

R: How can social media have an impact in hampering the effective teaching and learning in schools?

P: I would say also social media it is good but I think also because remember whenever this incident happens, the social media take it out, imagine you are sitting here as a parent, and then all of a sudden in the social media you see your child being attacked, maybe your child is in another school, you see this in the social media that your child has been attacked, how are you going to react? You are going to collapse, I would say also in a way also, it is good but it is also making things, and immediately if you are aggressive also, on your way to the scene, I will tell you nothing will stop you, you are going to be aggressive. You may even cause more damage. So social media is also adding, I would say.

R: How do you relate pillar no 6, ICT in education with what is happening in relation to school violence?

P: I would say I wish I could speak on that pillar, because where I am sitting here, the technical school, to me is long overdue, if I can just park the school violation because the ICT imagine coding, my learners at this moment, they are doing projects, which are technical projects. So the first world countries, are doing, using what they call robotic system, when they speak of LTSL, they don't speak textbook like me and you thinking, they speak robotics systems. I've got a teacher, let me just show you the picture, what ICT can do. You see this is a robot which is in a mechanical workshop, so you see this robot can weld, can pick up a part, can fit a part if it is programmed in coding. So for the fourth industry tuition this would be a very good instrument to be used together with ICT in schools. So this is when I can park the violent part of it. So ICT can be, in fact it would help this country to move forward in terms of the fourth industrial revolution. That, the negative part of it, is when people use it for bad things, or to record bad things. I am really for ICT, if I can say.

R: What strategies and recommendations could be made to education authorities due to violence? You are in an institution now, now what strategies can you say, this one can assist us and what are your recommendations based on that?

P: I would say safety cameras in schools, where you can also be able to check every situation, I would say even cameras in classrooms. CCTV cameras around the buildings, there are so many people that are doing violence, if they know that somehow they have been watched, I believe it can minimise. The emergence thing, the urgent thing that I can think, it is going to help.

R: Thank you very much for your time.

R: What does school violence mean to you? The meaning of school violence?

P: It can mean a lot of things. The fighting inside the school yard, the fighting outside the school yard which come inside the school yard. Also from home, and then violation of the rights of learners also, it falls under school violence and also violation of the teachers' rights, something like that, can be classified under school violence.

R: What are your experience with regard to school violence as a manager in the institution?

P: School violence has a lot of negative impact on our education because in most cases if there is violence at home, when the child come inside the school yard, some of the learners will practice whatever they are learning from home to bring it here, so bullying of learners it will start there. The other one who experienced a lot of violence at home, bully other learners here, or because at home you do not have the same, then you practice it here. The same applies maybe to teachers. If a teacher is having some violence at home, it is possible that he can also practice that on top of the learners, or other workers, towards the other workers.

R: How often do you experience the incidence of violence in the school?

P: Not that much, but usually the violence which we experience is the one of bullying, the younger bullying, I mean the older boys bullying the younger boys. Also the girls the younger one, the older one bullying the younger ones. And again those people who are around, they wait for the learners as they come to school, search their books, just here on the gate, they can also search the learners, try to take their cell phones, money and also those things. Even coming into school also, nowadays it is no longer safe because when the learners are inside their transport, some may try to attack them also inside the transport.

R: In what way do you feel personally affected by school violence?

P: Now even when we wake up from home coming to work, you are just praying am I going to be safe today because we have incidents of people coming outside, are taking teachers inside the school yard, the learner will call the parent at home and the boys have attacked him, directly talk to the parent with the cell phone then you just see a parent coming in fuming, so it is very difficult. We are also afraid for our lives actually.

R: How do you view the effect of violence incidents in the school?

P: I can say they are very negative because those incidents obviously affect everyone in the school. You become so traumatised also the learners. So it effective teaching and learning will obviously be affected as of this violence.

R: What kind of training is needed on managing violence in schools?

P: I think training can start also from home with the parents. If you call parents meetings, try to train them on how to combat things like bullying, maybe teach these learners from home to say bullying is not allowed. Then also here at school to teach learners and also teachers to receive those training on how to protect maybe ourselves.

R: What is the impact that hampers the effective teaching and learning due to school violence?

P: It is affected a lot. Like I am saying if you are traumatised it will be difficult to conduct maybe learning and teaching, I won't be possible for it.

R: How can social media hamper the effective learning and teaching in the institution due to violence?

P: Usually those things which are showing in the social media, they do affect because the learners will share violent act in one school, one learner attacking the other learner or the teacher, then the same thing that learner, some learners would come and practice them here at school. Things that they are seeing on social media. Some of them really come and practice them. So it does affect us.

R: If I may ask a simple question. Do you know all the pillars, the MECs pillars in Gauteng?

P: Some of them.

R: Now we are going to talk about pillar no 6. Pillar no 6 it deals with ICT in education. Now how do you relate pillar no 6 with school violence?

P: ICT?

R: Yes.

P: I think in a way it has its negative consequences and also the positive side. ICT will be very good if learners will use it in a correct way, like when send them to check some google website to help with their education or their work related in class. Also now they see the textbook can also be viewed inside the classroom, using the ICT method, but there is another negative impact which we can experience like I am saying now going to a wrong website sharing some violent stuff inside that website instead of doing things which are supposed to be done.

R: What strategies and recommendations could be made to education authorities due to school violence?

P: I think if we have money, all the schools will be well secured. We should maybe have armed security at schools. Things like those cameras, they can also help. Our patrollers are just patrollers, they don't even have the maybe some arms, and they are just patrollers, like I am saying a patroller is just to be around the fence and check. So if the schools can be well secured, maybe even if they don't go inside the school yard, meaning that we are safe, because right now we are no longer safe.

R: Thank you very much for your time.

NO 50

R: What does school violence mean to you?

P: School violence is a very broad concept in the sense that one person unpick violence as meeting out come to people who are participating in their school during educated process or even during the school visits which definitely made that anybody in the examination should be in the school and intrinsically attached to it and becomes part and parcel of the school community and therefore when we talk school violence could be something about those who are attached to the school and are engaged in a violent behaviour and in the sense of violent, obviously one would talk of physically violence but then it is not the only type of violence one has, one can note. Even emotional violence can be part of violence too and spiritual violence to a certain degree and therefore when one speaks of school violence, one looks at all those other aspects that would relate to the emotional, spiritual and physical pain one suffers as a result of actions of violence.

R: What are your experienced with regard to violence as a school manager, displayed by your learners?

P: Okay, with regard to learners the one thing that one really filters from interactions with learners, particularly when learners interact with one another. Say during breaks when learners of different grades, from grade 8 to grade 12 interact with one another, others exercise the right to dominate others through bullying for example. Whether they are girls or boys. In some instances it generates into physical violence where others simply just clap or just use fists to show dominance of violence and therefore there is a certain level of violent behaviour from learners, and that kind of behaviour does not necessarily make our school the centre of violence fortunately, but you will see sporadic acts of violence that are being reported by other learners or some instances a teacher or two or even GAs, particularly the GAs that we have and who are responsible for the upkeep and cleaning of the GET section of our school because these are two campuses. They are the ones who are more proactive in particular and then they will come and report that so and so did this, because they are more hands on and in such a way you tend to note that acts of violence of that nature are mostly reported from the GA.

R: How often do you experience incidents of violence in your school?

P: Okay. If I have to say last year, last year we reported cases less than 20 of them, and from over sixteen of them emanating from the GET as I said and four of them the FET but then you will find that there is this hand of linking to a learner from GET every term and these brawls. They interact and discover, quite recently a grade 11 learner had a With a grade 8 learner and so that is how one experiences that but generally in the FET, it is a bit subdued from GET.

R: What way do you feel personally affected by the school violence?

P: Of course as a leader, if your school would be characterised as a violent school, then it is a no, no for you because it says there are no systems in place, but then put the systems in place, you would realise that there minimal instances of violence because there are procedures, there are processes to deal with issues of violence and how you execute such procedures and processes. We will definitely determine whether you are on top of the situation, personally as a manager.

R: How do you view the effects of school incidents or the effect of violent incidents in the school?

P: Look, to a learner who becomes affected, it is traumatic and one would secondly know how such a learner behave, particularly when, if the learner perceive that there is no help from the surrounding school environment, where he or she would just go and tell the parents and feel that they would be the last resort. You see, but then when the learner knows that, when I experienced this, he is the principal I can talk to for example, or here is the teacher I can talk to. I feel that it gives that sense of security and a sense of assurance that the parents place on our shoulders the responsibility to look after their Learners, but you know they stand up for their rights and therefore there must be a sense of security that says, yes, the teacher is fine, and therefore parents would not have a doubt of that, they would bring their Learners to our school because they know, that is one thing that I am sure of, as a principal and school manager.

R: Being a teaching fraternity for so long, what kind of a training is needed on managing school violence?

P: Okay. Teachers in general, need skills and even managers in particular, we need skills on how to manage human relations and conflict and how to reduce the level of stress and secondly also how to recognise that some of the people are under stressful situations so that we can for the impact of violence, of course some of the other things that we as managers in education really need is to attend courses on conflict resolution and secondly also on classroom discipline because this is where certain instances of violence have root courses. Apart from that, when you interact with parents, teacher parent involvement are very, very important because this is where when you can be in a position to download information to the parents and from the parents so that we can understand fully the relations between home and school, because in some instances our learners bring baggage from home and because we are the nearest resource of viability to them in some instances certain other things that really do not work out we hardly integrate certain instances or certain behaviour from our learners as acts of violence but we will discover that they are not necessarily act of violence but it is a cry for help and because we may miss the point, we become culpable as parents, adults and people who are supposed to ensure safety and security for our learners.

R: What is the effect that help us the effective of teaching and learning due to violence nationally or internationally? Remember this school is a national school of learning? So what are the things that can hamper, or the impact that can hamper the effective learning and teaching and while you are thinking about that, the issue of social media how can it make an impact towards learning and teaching based on the issue of school violence?

P: Okay. The first question relates to how schools become secure as key functions of learning because they provide output to the national employment. When the school is not a secure environment for learning and teaching, then naturally minimal output to the economic development of our state it becomes really minimal in the sense that much of our kind of we spend to kill the fires rather than imparting what is quite necessary, teaching our nation you see, and that really exhaust resources

in terms of time and human capacity because we have skills in South Africa then we spend far too much time dealing with violent behaviour of learners or in some instances with violent behaviour of the community or most important the violent behaviour of teachers. Then surely education is not really taking place. So in terms of that, because the state spend a lot of money you see because you will need to do some intervention, and like you see the MEC of Gauteng, you become the spokesperson of the department. You have to also understand that our history also has to deal with how the state metered out violence to its own people and therefore some of this are the ramification that we are dealing with unfortunately. How we are dealing with the state of our democracy and how do school democratise themselves so that they can be in a position to assist the communities. I am thinking of how the school nowadays becomes violent to the education centres, you come to think of the parents in Soshanguve who suddenly came up with the norm of just ejection teachers or principal from their schools. It was violence, because the victims of that become traumatised in the sense they would always be afraid to come to work and they will always think of themselves of the victims and secondly they are not really sure that they are safe. When the district is unable to take decisive action, regarding the security of its own personnel, then it becomes a problem, you see. When you are just implement people from one point to the next without advocating non-violence, that becomes yet another problem because now the community will take over like they did, you see. So you see sporadic acts of violence and particularly when they see members of the community just to take away documents from the district personnel and say we are going to place ourselves in schools that is violence. You are afraid telling the integrity of an organisation and institution, what more of the people who become the agents, like principals and staff. The other part of the question I have just forgot to.

R: How can social media have an impact in hampering the effective teaching and learning in schools? How can social media have an impact in hampering the effect of teaching and learning in schools?

P: Media?

R: Yes. Social media, you know that learners they are involved in the issue of social media, and then how can social media* have an impact towards teaching and learning?

P: When they report good things about teaching and learning, it will help a lot, because in most cases social media reflect or shows negative things, whereby learners hitting a teacher, whereby learners are fighting. You see less and less good deeds that happening at school that are reflected lately. Even yesterday we were told about a school in Johannesburg where the SGB people were robbed, these are the bad things that are being reported on a daily basis. I think maybe if good things can be reported it will encourage people to do good, but if you listen always to bad things, they think it is the way of living.

R: How do you relate, pillar no 6, MEC for education in Gauteng, pillar no 6 is talking about ICT in education. How do you relate pillar 6 with school violence?

P: You know what it goes back to that whereby schools, a learner doesn't have electricity at home, the learner is hungry, he comes to school, there is a smart board, the yard is not even fixed that much but we got a smart board. I think they should have started somewhere with the smart board, it is a good thing but we should have started somewhere, whereby everybody is going to be able to accept that, that is why you see they steal the smart board, they take teachers laptops and the like because they are going to sell them and there was a time whereby even here at the township, they look for grade 12s, you know they started to give the tablets to the grade 12s. They took the tablets of the grade 12s, I really don't know what we can do to solve it.

R: What strategies and recommendations could be made to education authorities due to school violence?

P: I think parents must be involved, because the society knows exactly what is happening around the schools. If we involve them, I think it will be a big And again that issue of making sure that, taking care of the stomach of the people, hungry people can't do so many things, maybe if you can also look into that and make sure that these people have something in their stomach.

R: Thank you very much for your time.

NO 54

R: What does the school violence mean to you?

P: School violence to me means the use of force by learners in the school with the view to harming others. That is my understanding of school violence.

R: What are your experiences with regard to school violence as a school manager?

P: Ja, my experience is that with school violence it is mostly related to learners who are not properly cared for in their homes. They normally do things that are and normally such things are evident first in their homes and they take them to school. So in essence I am trying to say what learners do at school, made us what is done in the society. So in most cases, all the wrong things that they do, do not emanate directly from the school, they start from home and such things are then transplanted into the school.

R: How often do you experience the incidents of violence in the school?

P: Ja violence in our school is rive, it is rive especially in the GET section because we have two sections, we have the FET and GET section. So in the GET section, these learners are very active, they normally use instruments, mathematical side of instruments to harm others, they use bottles, they use knives, almost on a weekly basis we get a report of learners who exhibit violent behaviour.

R: In what way do you think personally affected by school violence?

P: Ja in the first instance, what is happening to learners, they also happen to us as teachers. We fear that at some stage they will go beyond limits and harm teachers as well. Violence is detrimental in the sense that in some instances it disturbs school, the school's running of the institution for example, teachers in the disciplinary committee spend more time on a daily basis, trying to resolve problems relating to violence instead of engaging in teaching and learning. So we really spend, they really spend a lot of time you know trying to quell such bad behaviour and it affects teaching and learning. Finally at the end of the year when learners have to be moved to the next grade, some of them cannot move to the next grade because teachers could not finish the syllabus. So it has got a very detrimental effect in terms of the delivery of curriculum.

R: How do you view the effect of it?

P: Ja, the effect is very huge it does have a negative effect in the sense that if you can have a look at our pass percentages in the areas I have mentioned, the GET, you would realise that the performance is not so good. For instance last year in grade 8, those who got a clear pass, they are around 60 to 70% which is quite below par..

R: I hope and I trust that you have more experience of being a teacher, a lot of years, and by the time you go to the college or university there were no training in the issue of managing school violence. Now you are in a new era, my question is what kind of training is needed to manage school violence?

P: I think it should start from the tertiary institutions to be honest. The teachers will be trained must get a course, if not a module in school violence, especially at the first year and second year level, such that when they graduate from the university or college they are able to can deal then with all the challenges pertaining to violence in schools.

R: What is the impact that hampers the effective teaching and learning due to school violence?

P: Ja, exactly, now I get your point. Ja, I think that is the point I mentioned earlier on to say teachers who are in the disciplinary committee they spend a lot of time you know trying to deal with learners who are unruly and who would always become violent to such an extent that some of these learners who are being harassed would actually not concentrate in class and if they cannot concentrate in class, finally the performance will drop and the results, that will affect their results generally.

R: How can social media hamper the effective learning and teaching in schools?

P: Ja, social media is very destructive, I am going to site an example of a learner recently who took his or her life due to social media. The learner had, I don't know, how can I put it? One of a learner in a particular school, I cannot mention the school. So this learner committed suicide because he or she was threatened that the pictures, his or her pictures will be circulated on the social media and unfortunately took her life. At school level if we do not talk about suicide and whatever, at school level, social media can be dangerous because learners spend much of the time you know, concentrated on their phones rather than concentrating on their studies. So

this finally has got an impact in a sense that, a negative impact in a sense that they spend more hours thinking about what is happening in the social media and engaging being part and parcel of the social media conversations instead of focusing on their books.

R: How do you relate pillar no 6, ICT in education towards school violence?

P: Ja, it is unfortunately you know that I've got my own view as opposed to the view of others. To be honest, ICT in schools, if well taken care of can be a very good tool that people can use in order to advance teaching and learning. Unfortunately now of late, learners focus on pornography rather than, like for example, if a teacher is not in class, learners will watch videos on the smart board of nude people instead of focusing on their studies. We see now of late a proliferation of violent crimes on the social media and learners but learners. They will times emulate these bad things and try to practice them. So that is why I am saying it may be positive, it may be negative. Those who have got a good heart for education they will focus on making sure they watch what is good for them, but those who are attracted to nasty things, they will focus on nasty things like pornographic material on the smart boards and their cell phones.

R: What strategies and recommendation could be made to education authorities due to school violence?

P: Ja, my take on this matter is that the department must give guidelines on how to deal with violence and have partnerships with SAPS for example, such that each and every SAPS is linked to a particular school and the SAPS official should regularly visit schools, talk to learners about issues of violence in a view to kerbing them.

R: Thank you very much for your time.

NO 57

R: What does the school violence mean to you?

P: I will explain it the way I understand. I think when we talk of school violence it is when things in a school are not running according to how they should be, like for, if I can make an example when we find kids now doing things that they are not supposed to do for example that would be in class, disturbing classes, some they even carry weapons, coming with weapons to school. They come with weapons, we do have kids that come with weapons to school. Which in a way they frighten other kids. You will find violence especially during break times, it makes other kids rather inferior at the school. They don't become free. Basically I would say it is the situation whereby you are at school but you don't feel free as much as us teachers we come to school but we are not as free as we should be, especially in our classes knowing that you will see anything come or in here.

R: What are your experiences with regard to violence as a school manager displayed by the learners?

P: I think it was last year, I think it was 2015 where two of our kids in the school, the same school in our school, they attacked each other. One learner was stabbed to death, he died the boy and it happened here in our school and again I have seen some other boys, whereby they were fighting in the toilets and then one boy again it was very badly injured. So I have noticed those things in 2015.

R: How often do you experience the incidents of violence in your school?

P: I think basically, most of the time if we have occasions, if there are occasions in the school that is where most the time we will experience such things. On Fridays, I have noticed also on Fridays, that is most, especially when it comes to our boys, that is where most of the boys. One other things we don't even understand them, they become aggressive and I don't know, I don't know how can I put it? Again when it is summer, we most of the time that is when we experience this problem because I don't know, maybe it is based on the fact we are shifting from one season to another, they become more active and once they are active they start now being ill disciplined.

R: In what way have you been personally affected by school violence?

P: It makes my job hard, it makes my job hard because as I teacher, I believe I have to come here free. The environment should be a smooth environment and you must feel free to come here and teach these learners. So personally I will say it does affect me as a teacher because coming to a place where you know, yourself you are not safe, then it becomes difficult again to be free and to teach at your level best because sometimes, personally sometimes I come to the school knowing anything might happen, anything might happen, especially after the incident that happened 2015 where one of our learners was stabbed to death. I personally sometimes I feel, fear of my life because anything might happen anytime. So sometimes you need to be careful, even in class, sometimes when teaching you need to be careful.

R: How do you view the effect of violence incidents in your school?

P: As a whole. It does, it does affect our school especially in our school it is a school whereby you have, when I check the ratio of male to female, we've got so many females in the school, female teachers in the school and in that way, in a school where you've got so many females and a few males, it does affect, especially you know women there are some other things which they cannot attend to. So a bit difficult for us males as much as we are few to deal with some of the incidents, because we might even ask them to come and assist, they try but the powers, their powers is limited in a certain extent. So it does affect again, I think the school as a whole.

R: What kind of a training is needed on managing school violence?

P: If we can get people from outside who can come to our school and first we need to train our teachers and then again I think they need to be workshopped on how bad this thing could be. Ja, if we train our teachers first, we work with our teachers to train them so that we know to deal with such things, because sometimes you will find such incident occur but you don't know what to do. So if maybe they should show the training where teachers are trained if a situation like this arise in school, then how do you work around it and in solving the problem? So I think the first think

that should happen, start with teachers, then from there we educate our kids. The kids need to be educated, they need to know how such things will impact, not only to the school, but again their lives.

R: What is the impact that hampers the effective teaching and learning due to school violence nationally and internationally?

P: Obviously teachers are afraid, if teachers are afraid, it is difficult for them to control these learners. Sometimes they leave things to be, because as I was saying before some just to our classes knowing very well we need to be careful as much as I was saying, you see corporal punishment has been abolished, we no longer use that thing, and we shouldn't use that. So we don't have another alternative in such events, because if such things happen in our class, what do we do. So normally, what we normally do, you know what, I just to class teach these learners, those who are listening, they are listening, those ones that are not listening to me, they start with their own and we just leave them, because we are afraid now even to talk to our kids, because we are afraid to talk to them because we know anything can happen in class as I mentioned before some of the things that arise, we must check our environment and our kids. Most of them they are taking drugs, they take a lot of things that they take before they come to class. So it affects because it leads to them being angry, violent and other things. Then some they will come with this attitude from home many things are happening at home. So when they come to our school, they come with that aggressiveness and anger and then that is when it results it all these violent and stuff. So it does hamper teaching because we as teachers we are not free.

R: How can social media have an impact in hampering the effective teaching and learning due to violence?

P: I think if there will be more advertisements based on the effect of this, to see how bad it will be and then again because our learners are exposed to televisions, so I think maybe it might educate in a way where they see these things in TV, they can have programs whereby learners get to see these things happening and then the results of all these. Even in newspapers sometimes, they can just sometimes write stories whereby, I don't know how I can put this, but if we can have advertisements, basically which are teaching about this violent things and the impact, the negative impact how this thing can lead to, I think our kids will be educated because they are exposed to TVs and other things.

R: How do you relate pillar no 6 of ICT in education towards school violence?

P: I think it is, though it depend on the community again, it depend on the community where, because I was checking our school, I was checking our school, yes we do have ICT, whiteboard, whatever do you call these, smart boards and stuff but yes for me by the time I was told I heard this will be coming to our school, yes, we are excited but I have noticed our environment in the society and the community that we are in, I don't know because I have seen we had screens and I think within a month they were taken, so it is a sign of saying, some of the things we might think we are bringing change only to find we are creating more problems for us because I believe when this thing was introduced, the main thing was to bring change in schools but in an environment like ours, especially the locations, I have noticed

because this thing it is more like it is bringing more problems to us because we have to deal with such cases each and every time, especially the smart board. Our first smart board in grade 12 was taken and then last year in grade 12, I think about four they were taken. So it is creating more problems, there is more violence coming in, in our school. I think the issue of before when we were using chalk boards, we never experienced much of the problem than now, though these do bring change, especially to us as teachers, it does bring change but it somewhere somehow it is causing more problems instead of solving the problems.

R: What strategies and recommendations could be made to education authorities due to school violence?

P: I think they should deploy more security for our schools, more security must be deployed, I think around now because I have noticed in terms of safety it is similar, it is more like going, there is not much effort put in there when it comes to our safety but to me more concern about upgrading some other things like now the issue of smart boards, yes it is fine, but first, we should look at the core, the core will be security first before the ICT and other things. So I think more security should be deployed in schools for the safety of our kids and the safety of our teachers, because I was looking at our school. We check our security, yes they are fine but you cannot, I don't man, because I was checking our security in the school, during the day it a woman and the training, I once asked my principal which was there in training done for such a woman, and there was no training, so it is someone that they got from the street and then they said, go and be a security, which in a way, I think it is a problem, because even these kids they know the person, they are not afraid of the person. So I think more security should be deployed in schools maybe that is where we can start from there and take it from there and we can move for the other things.

R: Thank you very much.

HEAD OF DEPARTMENT

NO 9

R: I hope you are going to be very short but have an informative information. My first question, it is what does school violence mean to you?

P: School violence is everything that is unacceptable behaviour, because it can be emotional, physical abuse. It impacts negatively on the whole school community, the learners themselves, so in our school, we are having a zero tolerance policy against school violence of any kind.

R: My second question. What are your experiences with regard to school violence as a manager, displayed by your learners?

P: Okay, at the school where I am currently am now for two years, we had incidences only of fighting, where they would slap one another, or hit one another because of money, girlfriends, boyfriends, those kind of things. I believe that Learners don't

know how to deal with violence, or how to deal with the situation and then they resort to violence. So the Learners don't have skills, how to deal with situations and the only way they know, is to use their fists. So for us, it was minor incidents, luckily, we would have not been involved in any stabbings, anything like that. So the only school violence that we have at our school is bullying, that can be emotional and on social media and then also the slapping of one another.

R: How often do you experience an incidence of violence in the school environment?

P: Not a lot, we are very strict. Outside the school, in the afternoons, last year there was like five, between five and seven cases, that ended up in a disciplinary hearing.

R: In what way do you feel personally affected by your school violence?

P: Here, where I am now not a low. For me it is negative and it makes you afraid for the lives of the learners and the teachers, but that is why we are very strict. So we don't let it escalate but I think it can have a negative impact on all the people who is involved in the school?

R: How do you view the effect of violence incidents in your school?

P: I view it as very serious. We deal with small things, because I think if you don't deal with the small things it will lead to bigger problems so we and try and nip bullying in the butt very quickly, we have two social workers that is assessing us, so all cases are reported and we see it as very serious, therefore we act to avoid bigger problems.

R: Being in a teaching fraternity for a very long time, what kind of training, is needed on managing school violence?

P: Well I definitely feel that there should be specific training for all, not only managers but teachers and managers on how to deal with the emotional and physical violence that we go through and also guidelines because we are not all social workers and psychologists. You know and we are teachers who become principals, so I really feel that there should be intervention from the district or department side on training principals for instance on how to deal with these things because it always ends up in your office and we are not always equipped, so I think we really need to have training on how to deal, skills development on how to deal with certain issues.

R: Remember when we deal with the second questions, you mentioned the issue of social media. Now the other question that is coming, what is the impact that affected learning and teaching, due to school violence nationally and internationally?

P: I think it is huge, you know when learners get affected by it, parents do read about it, watch it on the TV, things like that. We try and not make it a big scene, Learners are dealt with individually and then whatever we did, like at the hearing of whatever, is not announced, so the Learners take the punishment but we try and avoid the issues coming to school and becoming part of our school culture, but it definitely I think has an impact, even you know like the school shootings in America, the Learners did react to that and then we will address it in assembly to say this was the situation. We do not tolerate, we don't allow things like that, so that the learners also

know that things like that can happen but we do not allow that. Then we try and be proactive. We did have a motivational speaker and we do also have the community police involved in our school to try and curb the influence of violence.

R: So don't you have any problem regarding the social media in your schools?

P: We do, but it is not a big thing because we do not allow phones at school. Our school policy say no phones allowed and if it is here, it must be switched off and not visible. We did, I think in my time here, April will be my second full year, so I am starting my third year in April, we dealt with, I think maximum five cases of serious social media, where people felt that they were humiliated or de-graced by another person, by the post that they made and things like that. So we are very harsh, we have hearings immediately, phones are confiscated and there are punishment for the Learners to deal with the situation.

R: What strategies and recommendation could be made to the education authorities regarding school violence?

P: I think they need to really role out, firstly a programme to make people aware, so awareness campaign because it becomes part of our life and people are desensitised when something happen because it is so, it is part of our daily life. So that we really understand the seriousness and where it comes from. I think there is very issues that leads to that, like social economic problems, whatever, but I feel that teachers should then be the second thing, is awareness programme and secondly training, skills training with tools and equipment that people can use to curb this because we are fortunate have two social workers at school. A lot of schools in South Africa does not have that privilege. So the staff deal with it themselves. Where we can refer. We always refer this, either to the discipline person or to the social workers. So I really think an awareness campaign, because it is a serious issue that I think from the outside society, it becomes part of Learners's daily life if it is not addressed. So an awareness campaign like with the dagga and the drugs, and also then training for staff members on how to deal with it, skills and equip them on how to deal with, strategies must be put in place from the department side and what social media is concerned, I believe that, I know where the government wants to go, but I don't feel our Learners are ready for e-learning. My suggestion would be that all teachers in South Africa should get a laptop and tablet or a data projector, and as teachers we visualise things to the learners, but we can manage it, because learners that just use cell phones use it for the wrong things.

R: Thank you very much for your time.

NO 12

R: My first question, what does school violence mean to you?

P: Well school violence according to me is a huge problem in South Africa at the moment, you can see that in the media and the news. Our violence in schools, whether it is violence on teachers or violence on learners is escalating, we can also see that in the news that parents even coming to school, attacking learners that type of things. Inside schools violence. At our school we don't really have a problem with

violence in the school, now and then you might have the odd fighting incident where learners might have a fight, but that is, but violence in schools to me means trouble. It means to me that the most primary important thing that is supposed to happen which is learning that must take place, is not taking place because of violence, which can be a huge problem and I think violence in schools also, especially when it is issues between learners and teachers perhaps, it is an issue because I mean it damages relationships. It prevents teaching from taking place, I mean if I am in conflict with you, I will not listen to you. So that is a problem and unfortunately when I think about violence in schools, besides fighting and that type of violence, when it comes to conflict, between learners and teachers, I always say that if you have respect for somebody, that respect will reflect in the institution, if there it is a place of respect and then there won't be violence.

R: What are your experience with regard to violence as a manager in a school is played by your learners, the experience that you can give us regarding that in, that is displayed by learners, you as a manager, what are your experiences?

P: Well I must be honest, as I said, I have been at this school, it is my fifth year here, as the head of discipline and safety of the school. Besides the odd fight now and then, I can't really answer that question due to the fact that we are not a school where violence is a problem. An odd fight, say two, three four times a year maybe, might happen but I won't say that as a school manager in this school, it is a problem at the moment.

R: How often do you experience incidents of violence in your school environment?

P: Not often, depending what violence means, I mean, when I talk about violence I think about physical stuff going on and that things, but no, I don't experience violence in the school, at our school. If you want to reduce violence to conflict then there is a lot, unfortunately it is, I don't know whether it is the timeframe we are living in, I mean we are living in the year 2019, unfortunately the situation is as such that in this time, that we are living in, the youth all over the world, which anyone can see on the news, but I would say, in South Africa, the youth of South Africa does not know the meaning of the word, respect for their elders. A lot of values and norms of the past, flew out of the window in the past few years and it is escalating, it is getting worse. In normal class situations, small things, sometimes ignites huge conflict, situation and incidence between learners and teachers and due to the fact that learners does not show respect for their teachers, it is escalating, it is getting worse and learners become more confrontational. Learners become more confrontational which obviously result in violence, learners back chatting in class and all the stuff, all the small things, build up, and becomes a conflict situation and unfortunately my opinion, is that the department of education and the government does not equip teachers to deal with violence, to deal with disrespect to deal with discipline. All the department is doing is to send letters to the schools warning teachers not to touch learners and not to be in conflict but they never give the teachers the knowhow, they don't train the teachers, they don't equip the teachers how to handle discipline and that is, I will stand by my point.

R: Okay. In what way do you think personally affected by school violence?

P: Sorry.

R: In what way personally affected by the school violence?

P: Me personally. I don't sleep at night. I am the head of discipline of the school. Discipline and safety, it is a huge responsibility. I don't sleep at night, I suffer with anxiety sometimes, I live in, me and the staff, sometimes, you might have confrontational learners, I mean I have ladies teachers in the school right now, who are scared of some of the boys. We scared of learners. A teacher scared of a little boy, I mean that is absurd, it shouldn't be like that. Something is wrong with the balance here. Personally, last year the beginning of last year, when the admissions, you know that the department of education, they are now responsible for admissions at schools, for the grade 1s and 8s. We had a conflict situation last year where the, there was political parties and parents outside toy toying outside our gate and one of the parents forced himself into the school and he assaulted me. Physically, he physically assaulted me. He slapped me and the security officer. He assaulted three people. One parent by coming in. So no, if you want to ask me about violence in schools, it is not a safe place anymore.

R: How do you view the effect of violence incidents in the school? The first part it is, how do you feel personally, the second part is how do you view the effect of the incidents in the school?

P: Well the effect of violence is that, the effect thereof, according to me is that the primary things is not happening. Learning can't take place when there is violence in the school, which is according to me one of the most important things. Violence in schools, according to me, has a huge effect on relationships between learners, relationships between the teachers and their learners, I mean if there is a conflict situation between me and ma'am, there will be conflict, I mean proper communication can't take place then. Then obviously the most important thing is, if there is a conflict between a learner and a teacher, that chain of communication has been broken and the learning stuff, you know the important stuff, the academic stuff that the learners needs to get, is not happening, because there is a break, there is a flaw in the communication line. That is how I see it.

R: You have been in a teaching field for many years. What kind of training is needed on managing school violence?

P: All right. I must just explain my situation. I am not a teacher. I, my sole responsibility is discipline and also part of the safety stuff. I haven't been a teacher in my life. It is a new profession, even still now, I am not teaching staff. However, I, due to the fact that I never went to teachers' university, I don't know whether teachers are equipped at university level, in subjects how to handle discipline in classes, I don't know, I don't know whether they have such a subject. However, I would like to see that the department of education, or people in authority would give more training, especially to our younger teachers, equipping them how to handle conflict, how to manage a fight, you know. I think there should definitely be more things like that, that need to happen.

R: That is why the question was saying, what kind of training is needed on managers of violence. The reason is that I think in the whole of the five years being here, it can give you something that will assist at the end. So that is why I am saying, what kind of training?

P: I would say putting teachers on, even the old teachers, give them, force them to go on a course every year, just too sharp up their skills. I would say courses, conducted by the department. Even I really think that universities or training institutions for teachers, should implement a module in their training, practical how to handle, I mean it is easy to come with a psychological theory of how to handle conflict and things, yes that is good and we need to know that, but you know what, when that learner is standing in your face, pointing his finger in your face, or saying to you, I will not, that is where the real thing comes in. People need practical training in how to handle this type of things. How to handle a confronting parent, how to handle a confrontational learner that is in your face or refusing an instruction. I mean I just came from a class where I called to, where a learner refused to sign a demerit document after he was over stepping the rules in the class, refusing to sign you know that categories. What do you do in such a situation where they blatantly refuse, practical training, that is what we need.

R: What is the impact that hampers the effective teaching and learning due to school violence nationally and internationally? When you are dealing with this question, remember you have mentioned the issue of social media, when we started. So just think how the social media can make an impact to disturb the issue of learning and teaching?

P: Social media is one of our biggest downfalls in the society according to me and in a school environment, it can do a lot of damage. You see that on TV weekly, videos of assault in schools, videos of teachers, videos of learners, videos of parents being at school, you know, there is always this type of things. We had an incident last year where learners did that fall down dance in the class, it was on the media, all around the whole class fall down as a group and one of the learners recorded that and that we distributed on WhatsApp and social media and stuff and it went to the media and it did a lot of damage, it breaks down the moral of the school. That is why, for instance our school now, cell phones are not allowed in the school hours at all in our school, if I see the phone I take it, because everything is put on social media, there is no control over that. That is social media, the media, does more damage than anything else because they act, they publish stuff without first verifying facts, is this true, did the principal say that, did the principal of that school really suspend a whole class? What man with the sane mind will do that, stuff like that, they are misinterpreting the stuff, the social media and as I said, the school violence all over, according to me hampers the good functioning of teaching that must take place.

R: Okay. The last question. What strategies and recommendations would you make to the education authorities? Strategies that they can apply to deal with the school violence?

P: All right I will prepare it, I will type it out for you and I will give it to you in a whole document.

R: Just say and then you will give me that document.

P: I mean I don't know how to answer that question, because it is such, it is a huge thing, there is so much that must be done, but I would say the education authorities must firstly, firstly they must remember your teachers are your most valuable asset, if you don't treat your teachers well, your teachers will produce whatever you put to them. So whatever the authorities feed our teachers, whether it is training, whether it is moral values, whether it is support, whether it is moral support, whatever we feed our teachers, that is what we will get out, that is what they will produce. Do we want quality teaching to take place, do we want our youth in our schools to accelerate academically? Well let's start looking at our teachers, let's look at the most important people here, and not always take the side of the learner and the parent, but let's look at our assets, the most valuable ones, the ones who went through professional training to get us here, the ones who went through professional training and dedicate their lives for those kids. Let's look after them and then, let's equip them, send them on courses, practical hard stuff, practical courses so that they can learn how to deal with violence, how to deal with confrontations, how to deal with fights, how to deal with physical stuff happening in class, all that things. Our teachers, our schools are not equipped for this, they don't know how to deal with this. It is nice to have a policy, what is a policy, a policy is a document lying in the principal's office here, it is not a working document that people can work on, they need practical input, practical equipment of how to deal with this stuff happening in our schools on a daily basis.

R: Thank you very much for your time, thank you.

NO 13

R: What does school violence mean to you?

P: From my experience, what I have seen is school violence mainly takes part amongst learners and it is physical violence, that is taking place, hitting those type of things. Amongst teachers, no you are not going to find a lot violence, not here anyway and then from learners towards teachers, that might be something you see once in a very long time. It doesn't happen much.

R: What are your experience with regard to violence as a manager, displayed by your learners?

P: Interesting question. Since I kind of experienced something yesterday, towards the teachers, well as school manager, the learners are very quick to show disrespect of very quick with their tempers, so they are very quick to show their emotions and what they feel. Then it is sometimes very difficult to calm them down and get them, you know to get the whole story from them. Like yesterday I experienced where I told a learner just to give me a moment, so that everybody can get in class, and immediately you get this violent face, like from how dare you talk to me like that and

they get upset and they are very excited, but going towards physical violence, that one takes a while before they get them.

R: How often do you experience these events of violence in your school?

P: It has been picking up lately, especially last year it has been a very busy year with the violence amongst the learners where they were hitting each other, getting each other after school. We always make a joke that it is in the third term, silly season, but now it is already starting in first term, right through the year where the tempers are very high, and ja, there is certain times of the year where we experience it more than other times of the year.

R: Based on what you have said, that you feel the violence yesterday. In what way do you feel personally affected by the school violence?

P: Well, if I am going to refer to yesterday again, the moment that you stand as a teacher alone in the class and you have this one learner that immediately, the temper flares up, and now suddenly you have to, not defend yourself, but you have to be so careful because if you say one wrong thing, the whole class will turn against you and then you are all on your own. So it is very difficult when you get in the violent situation to put yourself, just take a step back and you know let the thing, everybody calm down and then carry on, because the learners they want that violence. The moment you see someone is going to hit somebody else, everybody runs you know, they support each other, they go and say do it, do it, so that is what they want to see, they want that action and when you have a situation in class like this, then it is difficult then to step back because everybody is now, you now because motivating each other to get this thing going and to get everybody calm and settled again, that takes some work.

R: How do you view the effect of violent incidents in your school?

P: As long as it is kept under wraps, it is kept quiet, it doesn't really have a big effect but the moment you see it coming out, it is kind of like a chain reaction, where everybody wants to take part, or everybody wants to show what they can do. I experience that the moment we have one fight that happens, you can almost be certain next week there is going to be another one and the week after that there is going to be another one, it is like a chain effect, where it, you know, fire that is just running through the school.

R: What kind of training do you really think that is needed on managing school violence?

P: I am not sure if you can ever be fully prepared for that. Training, you can train staff, you can tell them, this can happen and that can happen, this is how you should react, but since emotions are involved, you cannot. It is very difficult to be prepared for that specific moment, the moment it happens, depending on emotionally how you feel at that stage, will determine how you are going to react. So yes, you can prepare but you can never be fully prepared for what is going to happen.

R: What is the impact that hampers the effective teaching and learning due to violence nationally and internationally? The impact that can affect the effective learning and teaching due to violence in schools nationally and internationally?

When I say nationally and internationally, remember that even this school fall under the national part, and if you wanted to escalate things, when we merge it with the world, we say internationally or globally, this school it is part of that. And also here, when you answer this question, **think about the issue of social media, you must remember social media, it is a viral and it is going everywhere, but how can that thing hamper the effective teaching and learning?**

P: Since you are mentioning social media, we've had those incidences on a lot lately as well, where learners are filming what is happening at school and putting it out there and then the media takes the wrong angle and they just run with the story without even getting the input from the school's side, or the district side for that matter, which causes a lot of damage to the school, and then the whole school sees what is happening, they read what is going on in the media, so the learners come back with that perception and not the perception from the school's side. Then they make it difficult in class for the teachers, because they've now seen this video of where a teacher is doing something or a learner is doing something, they don't see what is happening behind the scenes, or how it has been resolved or anything like that, so they have this complete misperception of what really happened and based on that perception, they come to school the next day. They sit there in class and then they misbehave or behave in a certain way that makes it very difficult for the teacher to teach, since they don't have the full story or they have the wrong story and they don't know what is really going on.

R: What strategies and recommendations could be made to the education authorities?

P: That is a very difficult question because I don't really think that is where the problem lies. The problem starts with at home, how the kids are brought up, what they see on TV, what they read in the magazines, what they see on social media. So what we have in schools is the effect of something that is outside our control. So we will have to manage it, I don't think we will ever be able to prevent it for that matter. We will have to manage it and we will have to get support to manage it in the right way, but we will not able to prevent this at all, because that is what is out there, that is what the learners see on TV, what they see, all the violence is everywhere around us, that is what they experience and that is what they bring to the school. So from a teacher's side you will have to be prepared to see violence somewhere, it is going to happen, there is no way to stop it. So you just need the correct support and guidance.

R: Thank you very much for your time.

NO 16

R: What does the school violence mean to you?

P: Violence form part of the learners and for me, ja, it is a matter of it compromises our safety, both teachers and the learner body, so we are not safe at all in the school

premises. Then remember we have this mandate to protect the learners but our hands are tight, we cannot do that really.

R: What are your experiences with regard to school violence as a manager displayed by your learners?

P: Come again?

R: The experiences with regard to violence as a manager, remember you are teaching as a manager, as a manager, displayed by the learners in the school? The experience, you tell us about the experience based on the incidents that happen in the school?

P: Schools, yes we cannot underestimate really why, because there is this thing of gangsterism, and then it needs security. We need external forces like policing, why, we have a learner who died at school premises, we have teachers who died at school premises, this is really rive and then again there is no protection whatsoever from anybody, be it the SGB, because you can, at schools, as managers incidents are reported to SGBs, remember the SGBs are the owners of the school, so nothing is communicated seriously to parents, to the department, like you can even site the incident of what happened in my class, really do we still have, do we have something tangible already in terms of needs from the community, needs from the department to enforce safety, it is not there. So we are on our own that is my experience.

R: Okay. How often do you experience incidents of violence in your school? How many times, when you check around, how often does these things happen?

P: That is regularly, why do I say regularly? Fights, there are gangsterism, they fight regularly and we have to intervene, sometimes you have to wait for it to subside, so that you can intervene, but really that is regularly.

R: In what way do you think personally affected by school violence? You as an individual?

P: As an individual?

R: Yes, how does this affect you?

P: It affects me directly, why, you fail even to reprimand learners in class, knowing they belong to the gangs, they can even scratch your car, they can even do you harm, outside the school premises. So we are no longer ourselves really in delivering content to the learners.

R: How do you view the effect of violent incidents in the school? How do you view, how do you see them in the school environment?

P: I am not sure.

R: Maybe the question it says to you, how do you view the effect, how do you see it in an institution, does it bring something positive or negative?

P: All right, view, okay. The negativity, yes. Why, learners who are affected, who are directly affected they tend to change behaviour, they become bottled, the become anti-social, you can realise no, this is no longer behaving like he did,

absenteeism, because being afraid to face the perpetrators even the school work is affected, the performance in class is negatively affected. The learner won't perform well, whilst there is somebody who is going to fight him. He is not going to come to school regularly, I don't have protection.

R: Okay. Being a teacher in a teaching fraternity for so long, what kind of training is needed on managing school violence?

P: From our part, as managers, I don't think we really need training. We are okay, the only thing is that our hands are tied as managers at school level, hence the department need to bring security in terms of for eg, you can have security taking rounds even in toilets, around toilets, beefing up security I think that will be the main thing, again involving parents how to handle their Learners, because when you call parents to intervene, they are helpless, given they were the first people to be helpless regarding the behaviour of their Learners, so with us, there is nothing, we don't need any training we need security to be beefed up.

R: More so, you are saying your hands are tied up. Don't you think that the people who are dealing with the curriculum of teachers, they must include the issue of training of violence, because it is rive now?

P: To be very honest, we have external, my observation and experience, it has nothing to do with the teachers or curriculum, the problem is the system. Like now, we have this thing of keeping, or having all the learners at school, and initially they said, a learner of 18 years it is the maximum for you to be at school. Now we have boys who are older than that, we have this thing of progressing learners that has a negative effect and the minister whoever up there is not even aware of what is happening at grass root. Learners are no longer keen to learn, they even tell us teachers, that ag don't worry about us, we are waiting for a bus to take us to the next grade. Whether we attend your class or that, it is in the term for us to do your work, for us to come to class, no, we are waiting for a bus, the maximum number of, the maximum years in a phase, that will cover us, the number one criteria, they now know what is happening in the system, so that in itself, it is a loop hole. They are here just to eat, they are here to eat, to have meals, to loiter around, to get the drugs, to sell them, their business of the day has run, they are okay. So with us, we really don't have anything to do, the department must go back to the drawing board and be firm on this. Now we don't know, we are serving the ANC, we are pushing agenda of the ANC, learners' progress then the parents will be happy.

R: What is the main factor that hamper the effective teaching and learning in the school due to violence that is happening nationally and internationally. What do I mean nationally? This school belongs to a national level and indirectly belongs to an international level. Now, what are the things that can hamper effective learning and teaching in your school?

P: Drugs. Drugs is a problem, especially in, to be very honest, now I have realised what we have as a challenge, is the thing of bureaucracy. When they meet with the principals, what they want it is performance, performance, regarding what, regarding grade 12 results. Not considering the uniqueness of institutions, we are unique from the school in town, we are unique from school in Lebotlwane. We have our own challenges that need to be attended differently. I was once in a private school, to

be very honest, systems are in place, they don't keep problematic learners, why, they are protecting the rest of the population, the rest of the learners. So in that case, really we belong to the rest of the world, yes, so the violence issue, in the long run, the effect is that the impact, negative impact, we are not going to have teachers. We are not going to have teachers in the system, because they see what is happening. They opt for other careers, so what will happen to teaching?

R: You were talking, when we started, about the issue of the learner who was stabbed and also the teacher, both of them they died in an institution. **What is the impact that was there when those items were happening?**

P: What was the?

R: The impact? I just wanted to come back to that issue, where you mentioned that a teacher died in your school, and also a learner died in the school. Myself I got that information through the social media, right. **So my question is can social media hamper the effective teaching and learning in your institution?** Not necessarily reporting. Something is been done in the classroom, like the issue of the learner or the teacher, one keep that under wraps as a school, do you know that because emotionally it is going to affect you. **Right, then you see it in a social media, what is the impact that the social makes towards you guys as part of the violence in schools?**

P: I think not belonging, for example I started teaching in North West, I am here but I am in teaching fraternity, but it affects me so when media reports that, it tells that it is obvious that teachers are not protected. It tells the rest of the world, it informs the rest of the world that teachers are on their own, if we are not on our own, that wouldn't have happened. So it happened because teachers are on their own, really systems are not in place, that one is a fact, you cannot run away from it. So the issue of social media, I think, myself I comment, I comment social media because address everything whether good or bad.

R: What strategies, we are dealing with violence, it affects you every day, you said regularly. So what I am saying now, is what are the strategies and recommendations that you can made to education authorities?

P: Yes, I think we should admit learners of relevant age. That is very important, it has to make learners to work. That is no 1, learners they are loitering, they are involved in all bad things, in violence because they forgot the main intention of them being here. So if the government can go back to the drawing board and show that learners know the business of the day, ensure that learners, there must be consequences, there must be consequences for our learners, there must be consequences for our parents. The problem is not with the teacher, but the teacher is affected negatively. If parents could know that, okay, you, it is not guaranteed that your learner must be in that school, any violation of code of conduct, non-negotiable, the learner must get a severe punishment. If we keep learners from school, they stay at home, then it will be a lesson. Now we had this, like if I was in a private college, systems are really working. They don't even care whether you are in grade 12, as long as you are violated policy, and that in itself sends a message to the rest of the population to be taught.

R: Thank you very much.

NO 17

R: What does the school violence mean to you?

P: School violence is a disruptive interaction by learners amongst themselves, or the school community which lead to an unstable type of situation in the school, in the class and generally that leads to some form of, create some tension at the end of the day.

R: What are your experiences with regard to school violence as a manager?

P: School violence do not necessarily erupt from school. They have roots somewhere and mainly, maybe for the community from home and if you get to engage with those learners, who has to be so violent in schools, then you will find that there is a problem in arranging such learners, because most of our Learners, especially our African ones, you will find that the biological parents have left their Learners with the elderly at home, and went to work, maybe in Johannesburg or whatsoever. Where if they come back home, either over the weekend, at the end of the month and then those Learners who have an empty space in them, which needs to be filled. They miss that fatherhood, father figure or a mother figure and hence they get themselves to be at the father's or mothers or those who reside at home. Then if ever someone has to trigger on something, then these Learners become so violent. So there are instances wherein, as a result of parents having passed on, and they are left with the elderly. The orphans are somehow unhappy, because the way you are talking to an orphan, on advisory basis as an adult to that orphan you must say, they are telling me this because I know that stuff.

R: How often do you experience incidents of violence in the school? You can relate it to the previous school? How often?

P: You know, there will always be an incident wherein learner A has bullied learner B, learners A is fighting against these learners and then they eventually get an incident.

R: Being a teacher in the institutions, not necessarily this one, from where you are coming from. In what way do you feel personally affected by violence in the school?

P: That is difficult because in some instances you are normally emotionally affected because if you get to sit with those learners, so at least try to find the cause of the problem, then you would realise that there are terrible things that you are hearing and based on that learners themselves, you see a learner well-dressed on school uniform but if you can just interact with that learner, on personal level then you sometimes would regret that these learners are going through a lot of things, especially within the informal settlements. They are going through hell.

R: How do you view the effect of violent incidents in the school? What is your view in terms of the incidents of violence that is happening in the school?

P: They are so disruptive because even those learners who are not violent themselves, they sometimes become so worried that what if this can happen to me the next day. What if I become the culprit of the same situation, while have not done anything and hence the total performance of learners become affected. That is why it is sometimes necessary that we have a social worker at hand to deal with these emotional feelings of learners time and again.

R: I hope and trust that you have been in a teaching fraternity for so long and you have been trained as a teacher without some of the things are involved. Now, **what kind of training do you think that is needed on managing school violence?**

P: That one, really so far did not think of it if this can be done for school violence because right now, we call in parents and most of the time when parents are being called in, they would instead send a guardian. One other thing some of these parents are even afraid of their learners, of their Learners as our learners, so how do you discipline a child whose parents is afraid of them, that is becoming a very serious problem.

R: What is the impact that hampers effective learning and teaching in the school?

P: In terms of violence? It becomes so serious especially to lady teachers, that if there is that bullying child in her class, they threat to, a bullying child in high school, they try to discipline a child so lady teachers find themselves with some limitations because of their physical part that especially the boys, they are taking the advantage that because she is teacher so and so and it is a lady, there is nothing that she can tell you. Even when the teacher is talking constructively to the learner, then the boy learners are so rude, they can bully teachers too, that is why there are so many incidents that is happening in schools, wherein teachers are being beaten by learners.

R: Okay. I want your comment regarding the issue of social media, regarding the issue of violence because it end up being viral nationally and internationally?

P: You know social media at all levels is encouraging and while this in itself say that they are trying to at least discourage it but if it happened in another school, and then the video goes viral then our learner here sees the video, then there are those learners who try to attempt let me try, there is teacher so and so, whom I am been going through one, two three and then I can try this strategy, maybe I will discipline the teacher. That is what the social media says about the teaching fraternity through learners.

R: What strategies and recommendations could be made to education authorities?

P: Strategies and recommendations. No 1 taken into account of the type of the learner, I so wish that the department of education works hands in glove with the department, they don't need to be given an appointment that come to school A, they just must bump into schools anytime and should not stress more than two weeks, at any time within two weeks, they just must pump into school. By so doing there are a lot of rats that are going to schools, throw into schools, by very school learners

and then they will be able to confuse a lot of learners and then there are those learners. The learners just come to work and if you get to search all learners personally, but there is clear evidence that this learner have some drugs and you know the person of this rule that the dagga is been legalised, schools do not take the legalisation of dagga as for the medicinal purposes. They take it for entertainment. They don't take that they are being confined, it is not being allowed to be used in the public place. So when they hide in the toilets, they think that a toilet is a private place, and they are going to apply it, a school is a public place. So they just are just giving themselves Without taking responsibilities and the parents from the houses where they come, they don't say anything to these learners. Then as a surrogate parent saying that this is wrong, while the biological parents of the house has never told the child that it is wrong and that is a serious problem. I remember when a learner was being disciplined, this learner was caught red handed, when the parents search him, you see it is not a problem with the parent, so the problem has not taken the proportion and we are going to be affected, the school is going to be affected.

R: Thank you very much for your time.

NO 22

R: What does school violence mean to you?

P: School violence means kids are here, then when they are here, then they will keep on fighting one another physically. Then this affect our result because you might find that if these kids are fighting the other kids do not feel that they have been violated, they will fear coming back to school and then at the end of the day it have an impact on our results at the same time learners will drop out and then we are going to have a serious challenge, school have a lot of kids that will drop out of the school.

R: What are your experiences with regard to school violence as a manager in your institution?

P: My experiences we used to have kids who were bullying other kids and then as a result like I said the will tend to drop out of, they won't be able to come to school every day and then what we did, we manage to get parents for both learners and then fortunately they responded positive and then we spoke to them. Then as a result the violence just dropped.

R: How often do you experience incidence of violence in your school?

P: I think once or twice in a month, ja it is not happening that much.

R: In what way do you feel personally affected by school violence?

P: Ja it does affect me because you might find that kids are fighting and then if they are fighting you can't leave them, you have to separate them and then if you separate them, and then at the end of the day you might find the learner has got some very dangerous and then at the end of the day it affect you.

R: How do you view the effect of violence incidence in the school?

P: I view them very seriously. So I think we need support in this regard, support in a sense that I think if we can get support from police, every now and then they can just come in and check what is happening and then we call them they must be readily available to come and assist us.

R: I hope and I trust that you have been in a teaching fraternity for so long, what kind of training is needed on managing school violence?

P: I think we need to work hands in hands with police because like I said if they are fighting you must go in, when you go in, you don't know how you are supposed to handle the situation. If the department be able to organise some more trips for teachers how do you handle the situation where there is violence at school or in class. So we need training in that regard.

R: What is the impact that hamper the effective learning and teaching in the school due to violence nationally or internationally or locally?

P: It has a very big impact negatively so. Like I said if kids felt that they have been bullied or there is violence at school, some of them will decide not to come to school. Or they would decide to bunk some classes because they know that people who are bullying them they are in class, so they would tend to not get into classes, if they come to school, they will bunk classes, they will miss lessons and then at the end of the day, they are going to fail and then it will have an impact on the community because if learners are failing obviously they will leave school then they go to drop out of the community.

R: can social media make an impact towards learning and teaching in your institution?

P: Yes.

R: How?

P: Yes it can have, social media it can have both positive and negative. Negative in a sense that if kids are coming here at school with cell phones for example, fortunately for us we don't allow cell phones, but if kids are allowed to come here with cell phones and then one of the kids for example might do something else which is going to be, let's say for example one of the kids bring their cell phone, or there wouldn't but you can see the clothes that they are wearing it is an old uniform, then if it can be captured, through maybe a cell phone then it goes to the media in the form of WhatsApp and to Facebook or whatever, then it goes viral and then that kid will say, here I am on social media with my uniform then obviously the confidence of that learner would be very low. At the end of the day the learner won't feel comfortable coming to school. So we are discouraging the social media from the school.

R: What strategies and recommendations could be made to education authorities?

P: No 1, maybe we can have a policy from the department in schools saying that cell phones are not allowed. If there is some project that need to be done by learners and then they need to do a research, the department for example can provide us

with computers labs and then we have computers with an access to the internet and then we allow our learners to go and do that with the supervision of an teacher, they can do that research, because if they are going to use their personal phones then it is going to be a problem. It won't be easy to control them, but if you've got the class full of computers and full access to the internet, then if there is research educationally then they can be able to do that.

R: Remember one of the Gauteng pillars is dealing with ICT education, so if you say cell phones are not allowed in the schools, can you explain further what are the reasons for you not allowing cell phones in schools? **How does it bring violence into this situation?**

P: Okay, we don't allow cell phones in this school because normally it is a distraction to these learners. If we allow them, it will be very difficult to control them, for example you are in class, learners have got cell phones, then while they will be busy teaching they will busy on, we know they are addicted to the social media, they will be busy on their WhatsApp's, they will be busy on their Facebook. So instead of you teaching it will be controlling the cell phones in class, but if, yes I do agree that we need ICT in our schools. We can no longer stay away from that that is why I am saying, the department can be able to invest in the form of computers and then we have full access to internet, whenever they need to do a research for example, they go there and do that research. We used to have the tablet for the grade 12s, those tablets they were specifically meant for educational purposes, they had for example a book, accounting text book, and so if they want to check something, they just go through their tablet. So, but if you just give them a tablet with unlimited internet access, it is going to be a problem and they will end up going to social media, which we are trying to avoid.

R: Thank you very much for your time. We are done.

NO 25

R: What does school violence mean to you?

P: Okay, school violence is when there is disorder that is happening among learners, teachers and also the nearby community members. Violence to me it is when people are fighting and they are creating a lot of disorder in classes and it disturbs the school lessons that you have to devote all your time in trying to resolve those problems, violence amongst these learners and teachers.

R: What are your experience with regard to violence as a school manager?

P: Ja, my experiences are that in one particular time in the year, there will be a rising in number of violent incidents happening. My experience for the past three years has been that around August, September time, number of violence are rising and I haven't checked properly what might be the reasons why violence on that time escalated but we see even number of other school learners, from other schools, forming groups and coming to our school waiting for some of our learners, to fight with them just outside the school yards but in front of the gates where everybody

can see. So besides that, there will be sporadic violence happening throughout the year and especially during break time where these learners now will be gathering around here, some of them will be receiving some of the things outside the school, so there will be a lot of exchanges there and after break you will have to sit down with several of these learners, try to check what happened especially during break.

R: Yes, how often do you experience incidents of violence in the school?

P: As I indicated it is sporadic, you will one day spend the whole day without any incidents, you will one day spend the whole week without any incidents being reported, but sometimes you will see a lot of them happening just in one week that learners will be coming and they will be reporting these matters. So it only depends what happened but we cannot say it is something that you often say it happens, every day, sometimes in a week you will get three incidents, sometimes one particular week you will get double the number of those, in one particular week, there won't be even one incident being report.

R: In what way do you feel personally affected by the violence?

P: Personally you will be affected because the manner in which these things will be happening, as a human being, it affects you in one way or another and sometimes it will be so massive to extend that you even feel like you are not happy with the situation because you won't even get an assistance, sometimes you will try to call the police because some of the other violence incidents they will be beyond youth and then you will be associating some of them, and when you see a grown up, big boy, beating up this smaller ones, and you have Learners and it happens almost on a weekly basis, you will be affected and sometimes you will feel like that if I am not around, at least I will be avoiding something. At least because sometimes it has been directed to the office of the principal or deputy principal. Some of the other teachers will just shift this thing to say that as long as it is violence, they won't even get involved, they will just direct it towards the higher authority.

R: How do you view the impact of the violence which is an incidence in your school?

P: It affects teachers, it affects learners who are being perpetrated against. We have an institution where some of the learners will even not come to school because they will be afraid of this group of people, some of them they will even involve their uncles from outside to come and protect them here at school and some of the learners won't even feel free to be around the school. We've got incidences where parents will be coming to request that their learners be moved out of the school because they are very much afraid, their learners, their Learners cannot come to school because they are afraid something is going to happen to them. So, and when it comes to teachers, also teachers are being afraid, they are avoiding some of the classes because formally some of the classes the violence are prominent in those classes, they are so violent, they even threaten teachers and now teachers sometimes they won't even get assistance from the authority and it will seriously affect them. Even their teaching, even their coming to school it will be affecting them greatly.

R: You have been in the teaching fraternity for so long. What kind of training is needed on managing school violence based on the situation that is happening now? I know that you were not trained to deal with violence. **So what kind of training do you think can assist in terms of managing violence?**

P: Ja, well like you are indicated the fact that we haven't been trained for these things. Sometimes you deal with this type of situation, based on experiences of the past or these has been a violence of this nature and this is how I handled it but most of the times it won't be assisting because it won't be the same situation. I think it is very much necessary that teachers, even managers of the schools must have a workshop in terms of how to deal these types of violence because it affects us on a daily basis. In terms of the type of workshops or training that we need, first of them all would be how to handle the situation when you are confronted with one because the manner in which we are approach things will be different from one teacher to the other. You will be approaching it differently and it will affect you. Sometimes the approach of teachers towards that type of the situation, which must be desired because you will be 100% involved and you won't even know whether it was a trap because sometimes you get hurt when you try to separate the distractions of boys or girls and I think the training should be such that it encompasses the approach and it also teaches you strategies of how to handle this type of situations, because of in terms of training the teachers physically to be there, I don't think it will be much of thing that a person can do because teachers are aging differently. So for some of the teachers it will be easy for them to handle this type of situation but for some, especially with women, it is very, very difficult in terms of handling this type of violence that we are facing on a daily basis.

R: What is the impact that hampers the effective teaching and learning in the school due to violence?

P: Like I indicated that some of the teachers would be afraid to approach some of the learners. One example, a particular example is that most of the learners, don't, they don't like to do their school work, especially the SBEs, and we suffer a lot because we have to follow them. Now, because teachers will be afraid to approach some of the learners, they will just leave those learners. They won't follow them and these learners won't do their work and they will feel it at the end of the day. For some of the other learners, there will be an element of bullying, because some big boys will be taking the work of these other school boys for their own. Even though they did not get involved themselves, but every day in the morning they will demand the book from these other learners, so it will be an issue of copyrighting because you will be thinking that this big boy has written his work, but just to find out this is not his work. It was a question of bullying this other learners and if they don't comply it will be a question of being threatened by these bigger boys, so somehow it affects the teaching and learning and academic performance of the learners and also it affects the mind of the learners, you know whereas there is violence, the majority of the learners won't be willing to live around the type of a situation where they can't defend themselves. So some of the boys that they will be violent against, they will bunk classes, they will absent themselves from school and automatically that affects their school work.

R: Can social media have an effect of learning and teaching here at school, based on the issue of violence?

P: Ja, social media it plays a bigger role. Sometimes it is necessary for these learners to bring this gadget to school but most of the time it affects them. Last year we had a nasty experience where learners were fighting. It is because, it was just because of a cyber-bullying. It affected that learners that one particular day when we came out of morning break tea, learners were fighting around here. When we checked it was perpetrated by the social media and also especially of these gadgets, they are being stolen from these other learners and they are being sold for this other activities that are outside of the academic matters, for instance these other learners will be using the money for stealing of these gadgets for buying of drugs and stuff like that. Most of the time cyber bullying plays a very vital role in making these learners to perpetrate violence, they attach each other using the very same gadgets.

R: What strategies and recommendations could be made to education authorities?

P: I think the education authority must make a research like you are doing. So that they must find out what is the problem, because some of these things are coming from home. We don't get the support from the parents, if you call the parents to come and check what perpetrates these things from their Learners, it will be that these things are happening at home. So it is more of social when they come to school, they are already violent, they have already a violent atmosphere around these learners and the authorities, I think one of the best things, we need a lot of social workers and psychologist because they are making a research. When we are in this type of environment and we know that teachers are not trained around these things, we need to find out where does it come from, but social workers, psychologist, they are far from us, we are using only people when we request their services, we only phone them to come and assist us, but if the authorities can make sure that each and every school have got a social worker or a police officer, being linked to a school, I think a lot of it will not be affecting these teachers and their authorities. But if the authorities are not doing anything, they just be reported to and nothing is happening, they are only targeting when the teacher, has violated the learners' rights in terms of the fights or when the teacher, because of the stress levels and stuff like that, sometimes the teacher will lose temper and this is when they will be concentrating, but when learners are doing these things against the teachers, the authorities will be very much quiet at these things, know all the stories that we hear that learners are carrying weapons to schools, nowadays we don't even have people who man the gates, so these learners are bringing a lot of things to school. I can show you a lot of things that is being captured from these learners, knives, very big knives, sometimes they will be coming with those things, scissors, these big scissors, they will be coming to school and they will be stabbing each other using the very same gadget because we don't have any other person at the gates, they are withdrawing the services of these people. So if those services are being taken out of the schools, it becomes a violent haven, people can come in, everybody can do whatever, even the gates they have the opportunity to come and wait at the gates and nobody can see anything. When we call the police, the police won't be responding, so I think if the authorities can do something, we must have a dedicated police officer, like it is happening in other countries. We must have a dedicated social

work so that they must deal with social things that are happening around school, because some of the learners they will be affected by what is happening at home and the very same parent will come to school. We've got one learner who was suspended two times last year. So violent that even when the teacher come in between, you won't even see that there is a teacher in front him, you won't even stop lady, a thirteen year old girl, we called in the services but they are not enough because these people they are only voluntary but even if they are being hired by the department or the authorities, it will assist a lot.

R: Thank you very much for your time.

NO 29

R: What does school violence mean to you?

P: It is any activity that disrupts the school in a violent way.

R: My second question will be what are your experiences with regard to school violence as a manager?

P: School violence is mostly as a result of learners fighting over girls, cell phones and, I don't know how to put it, there are people, learners that are . that is the training courses.

R: And how often do you experience the incidents of violence in the school?

P: It is rive in here, once a week, I've got something.

R: In what way do you feel personally affected by school violence?

P: It affects me a lot. Especially when it comes to parental involvement. The parents are not coming but is also affecting my work, because most of the time I find myself sitting around here, solving cases, sometimes leaving here around eight, because again we will be waiting outside for the other people, so I have to remain. So it has a very negative impact on me.

R: Okay, how do you view the effect of violence incidents in the school?

P: Come again.

R: How do you view the effect of the violence in the school?

P: How can I put it? Violence in schools, in general, it affects the performance of learners because such learners can no longer concentrate but they are concentrating of what is going to happen after school. What is going to happen in school? So that is how it is.

R: I hope and I trust that you have been in a teaching field for so long and by the time when you go for training on university there was no training to manage the violence so what kind of training is needed on managing violence in schools?

P: People need to be taught to exercise patience and get both sides of the story. Patience for both sides of the story, they need to be trained on patience to get, in

fact conflict resolution, that is what is needed, because if you cannot solve the problem it is going to ..

R: Okay, what is the impact that can hamper the effective teaching and learning due to violence in the school?

P: Obviously it is absenteeism because some of them are going to absent themselves, under-performance. It also affects uniform of learners because you will find that some of them is no longer wearing the uniform and respect for each other.

R: Does social media have an impact in dealing with the issue of violence in the school that can hamper the effective learning and teaching?

P: Yes, it does have an effect because most of the learners they look at this, they can download movies and they like practising what they see on the movies and only to find that according to the school code of conduct on the law of our country that is unacceptable.

R: Remember that the Gauteng, that they are having their own pillars, you have pillar no 6 which is ICT in education. Now how do you relate the two with ICT in education?

P: It is just that our learners cannot ICT properly. You see they really use it for bad things. Things that will not enhance their performance, yes I agree that it has a positive impact because they can download lessons and what but unfortunately they use it negatively.

R: What strategies and recommendations could be made to educational authorities based on violence?

P: They are just too patient, the department is just too patient. That is why the recommendation that I can made, what I can say. I recommend now really they must expel these learners.

R: Imagine if all of the learners are expelled where are you going to work?

P: No it is not all of the learners that are going to be expelled but as you put it I cannot say, let me recommend to put these learners in a special school.

R: Okay. Thank you very much for time.

P: Thank you.

NO 33

R: What does school violence mean to you?

P: School violence to me would be when learners are having a conflict and they have an altercation about it, maybe fighting of harming one another or, ja even if they are not fighting, it could be violence that would involve bullying, where a person is forced to do something against their will.

R: What are your experiences with regard to violence in a school as a manager?

P: Well we do experience learners who always run into the conflict and fighting one another. I don't know if the question is referring to what I would do?

R: Your experience, we refer to your experience. What experiences do you have regarding the school violence in the school?

P: That learners do?

R: Yes.

P: Conflict from time to time to a point of laying hands onto each other, yes, I have observed that, I have seen that is happening in my time.

R: And how often do you see that?

P: Quite often, it is almost every day, almost every day because these learners are into gambling, they are into dating, and from time to time they conflict guards on us, such things. I had flu last week.

R: In what way to you feel personally affected by the school violence?

P: Eish, it does hamper teaching and learning in that, like for instance today, one of the boys in my class lost a cap, and the teaching and learning could not continue because he was busy looking for the one who took his cap and then pointing fingers at others and then they were exchanging words. So it sort of disturbs the harmony in the classroom basically.

R: How do you view the effect of violent incidents in school?

P: Ja, the effects, basically I think it results into basically learners not being comfortable coming to school and maybe having somebody who has been bullied and then that learner would even want to come to school anymore. It makes learners to withdraw and not be open to share what has been going on in their lives. So in a way the effects are basically negative on the learners and on the teaching and learning and on their attendance to school, because in a case where a learner is afraid of a guy, the learner wouldn't want to come to school. So it promotes a lot of absenteeism and it also promotes, I think silence like a learner keeping to themselves. Like yesterday there was a case, that was happening, a certain boy, he is pickpocketing, his is picking on the weak learners and then he is taking their money and when we were looking for them in the classes, to come and tell us that they have been robbed by that guy, none of them wanted to come forward because they are afraid of the perpetrator. So usually the effects are basically not good.

R: I hope and I trust that you have been in a teaching fraternity for so long.

P: Yes, basically it is about plus or minus 24, 25 years.

R: So actually my question is, what kind of training is needed in managing school violence, because by the time when you were at college or at university, there was nothing like this, it is an in thing. So what kind of the training do you think it is needed to manage school violence?

P: With regard to teachers?

R: Everybody.

P: Everybody. Ja I feel we seriously needs to be empowered on how to manage conflict, as much as we have been taught how to, but now the level of the violence in schools is accelerating because learners now bring weapons, in a case where a learner has been bullied, will bring along maybe a knife or something he would defend himself and then I don't know, I don't know if we safety and security, I don't know if there is any type of material like that but we need to seriously be empowered like the police people, maybe I don't know. But at the same time, even if we can be empowered on that type of a training, we were not allowed to mishandle these learners. So I think maybe if they can avail security personnel, like armed in the schools, or maybe have a police like literally an office in the school for the police people to be always here, I think that would do.

R: What is the impact that hampers the effective teaching and learning in schools due to school violence?

P: The impact?

R: The impact.

P: The impact is brought about by the effects. Learners don't perform like they are supposed to, it will result into a learner maybe that has been victimised underperforming, as a result of not coming to school. I don't know if I am responding relevantly to the question, but the impacts are seriously negative as far as the learners are concerned and it is also frustrating to the teachers in that these learners when they are in conflict, if they feel that the teachers at the school level are not able to solve their problems. They invite outside help and I usually say to them, the outside help guys does not have any care in the world, because this person does not even care about the person or they could even endanger another learner's life in that maybe who is afraid fighting back, or maybe they feel, they usually feel like we are not attending to their cases as we are supposed to and they employ outside help and the outside help, seriously the guy would come in the school yard and go straight to the yard and they want to interact with the person that has fought, maybe the brother or the sister. So basically the impacts are seriously not good.

R: Can social media have an impact towards learning and teaching due to school violence?

P: Can it have an impact?

R: Yes.

P: To teaching and learning due to violence?

R: Yes.

P: Okay, influence.

R: Yes, it can, the question said can social media?

P: Ja, it does.

R: How?

P: There was an instance some time ago where one learner was questioning the other learner about the response that they made on Facebook about them. They can into school, this person said this and this on the social media about me and that was not on and it was like, a hassle here and fighting each other. Basically it stems from there, ja I think social media does have a negative basically impact on teaching and learning and it can influence violence so much. Most of them starts a comment on the WhatsApp, a comment on the Facebook, what you said, you posted a picture of my girlfriend, and you know such differences.

R: What strategies and recommendations could be made to education authorities? Strategies and recommendations?

P: Ja I think it is normal, let us be left for teaching and learning and then we have experts on the field of helping these learners cope with a lot of things, social worker at the school, policemen at school, you know, people who will help us because as it is, seriously we are doing a lot. We are expected to make them pass, and at the same time we have to play social workers, at the same time we have to play police, it is too much on the teachers on a serious level. I think if maybe the department would employ specialists in the fields, solely to work with the learners. I think that would alleviate a lot of baggish on our shoulders as teachers.

R: Thank you very much. We are done

NO 39**R: What does school violence mean to you?**

P: School violence means a lot of things, amongst others victimisation or some, and besides victimisation it also means there are learners who might be absent from school in a week, it could be those who leave school because of violence itself. So that is exactly what I think.

R: What are your experiences with regard to violence as a school manager?

P: My experience is varied, I have seen quite a number of fights by learners, I have also seen, well from, if we say school, I have never seen a fight between teachers nor a fight between a learner and a teacher. I have always seen fights between learners themselves and largely it has been fights that don't have much meaning. And out of these fights I have experienced victimisation like I have indicated before, I have also experienced absenteeism out of the violence that happened.

R: How often do you experience incidents of violence in your school?

P: At the present school, I have experienced two ever since schools have reopened this year. If you were to take me further backwards I was principal at Mdantsane and I have experienced quite a lot in my stay there, so here, it is not so often.

R: In what way do you feel personally affected by the violence in your school?

P: It drains you as a manager because first of all what comes to mind, if this was my child, how was I going to feel. Then it forces you to think about what the parents of

the victim would think about the school that you manage. You also have a lot to think about the character and the brand of the school. If it is attached to this violence and fighting it means your school has a brand, it is misplaced. So that is how affects me as a manager. Besides that we also get affected because time and again you have to shout about why the same thing. You become To some learners, you are involved in such.

R: How do you view the effect of violence incidents in the school? How do you view the effect of the incidents of violence in the school?

P: What would be the difference between the effect and the results? You see, if I would to respond question 2, has already addressed that because the experiences, the effects which translates to the results will be that. I have seen so many times after a fight, either the victim or the perpetrator will not attend school the following day or even two days. We also find that the one has won, somehow behaves like a hero to some learners and that in itself promotes bullying, on this person. You know, it depends on how quick teachers and everybody, you know for the better school, how quick they can arrest this situation because if they, if we don't this child will end up now practising the same on us as teachers in class. You will find that a youngish, whether male or female, this bully whether a boy or a girl, could take chances on the teacher as well. So that is one of the effects.

R: I hope and I trust that you have been in a teaching post for so long. By the time when you go to college or education or university there were no training of school violence if I may say it. Now my question is **what kind of a training is needed on managing school violence?**

P: I think, and this is what, you know people have been talking about ever since the demise of the teacher in North West to say let there be forums where violence in schools has been there, but personally I think we need re-schooling, some of us need re-schooling. We attended school and started teaching at those times when you know the stick was the only language to use to speak to Learners. Now, because there is no stick anymore, we tend to say, well let's pull ourselves and the period of us holding ourselves, these learners get rotten. So we need re-schooling, re-schooling of what type, I am not that sure. If, when something has happened and you find us always saying, then it says to you that no this person thinks corporal punishment is the only way. So that is why I am saying we need re-schooling. We also need other professionals to come and address, like today there are social workers here, you may not have seen them. Social workers and the nurse coming here to address drugs and bullying in schools. So we need such professionals to which will constantly come to schools and address our learners on such. The teachers as well, we need not only re-schooling but other professionals to address us on this particular topic.

R: What is the impact that hampers the effective teaching and learning in school due to school violence?

P: You know if you get school violence, you will find that it is either a teacher inflicting pain on the learner or vice versa. Now in case of a teacher, if the teacher is victimised the violent way by a learner, that teacher will lose self-confidence we like it or not. How do you stand in front of learners who know that so and so beat you

yesterday, so your self-confidence gets dented. Your love for the profession also gets affected. The same goes to a learner. How do I listen to a person whose pain has ill-feel the following day when this person is in front of you? Instead of listening I am busy strategizing and sizing up what my next theme will be, now in those two Education is not happy now. Education, teaching and learning is not happy because the teacher's self-confidence is gone. You teach because you are afraid that the principal might say you are loafing. If it is a learner, the learner will not be deceptive enough, possibly maybe after a week, then come back and say but it is about me and not about this person. So that is what I think is happening due to school violence.

R: How can social media have an impact in hampering the effective teaching and learning in schools due to violence?

P: I am not that sure but incidences of cyber bullying, already can show you that if one person is bullied through social media and here she knows or suspects that I am being bullied by so and so, already relationships will be dampened if it is learners of the same school. On the side of teachers, I am not that sure as to how social media could hamper, I only think of how learners could be affected by that.

R: How do you relate pillar no 6, ICT in education with the violence in schools?

P: In our schools we have developed a policy that if there is no teacher in class, no interaction with the smart phones, because what we have realised, these learners would always bring with them a cable, it's got one of them here is unwarranted, they would then watch their own things. Mind you the smart board is off good used if you use it for the correct purposes. Now if you find a situation whereby learners are unattended, then they use the connections. They could watch their own things, pornographic materials, whatever and everybody who has an impact that such would bring, but if it is used for the correct things, then pillar no 6, ICT will be of good use like it's been off good use in many schools instead of being of bad influence.

R: What strategies and recommendations could be made to the education authorities due school violence?

P: I am just going to throw them around. Security measures in schools need a lot of improvement. We have got patrollers but they are not that effective. We like, at the school where I am, we find it very difficult to have this, I just forget the name where learners pass and it will detect whether they have got metals or weapons and stuff like that. Yes. I would also have this as one of the recommendations that besides us as teachers trying to do the professional work of teaching and learning, let us have a standing programme, maybe once in a week where we have professionals, social workers, nurses, police, people who are related to schools in terms of violence. I mean if a policeman comes, he or she will treat the topic as per how violence is being dealt with in their sector. A prison warden will do the same according to the sector, a nurse will do the same according their sector, a social worker will give advice and moralise and so on. So we need to have a programme which is on the current pillar. So as to address these people, it must be practical enough, unlike when it is text book, the teacher will say, if you stab somebody you will be arrested. Then the teacher will not explain out of more knowledge as to what will happen when you are arrested, but the policeman will go and explain, a prison

warden will go lengthy into explaining what happens there and a nurse would also quantify as to what happens when somebody gets to a clinic or a hospital and is intact. It is not about gauze and a bandage it is about many things that cost a lot of money for the department, so people need to be made aware of such. Maybe if it happens that thing, being educated along those lines, some is not, some will not be called, but some would see this thing in a different way to say if I inflict violence in somebody it means the department of health could use so much money because of me. If I do this to somebody the department, the correctional service will lose a lot of money because of one person and so on and so on. You know when you get information from relevant people then you could have a chance of thinking around.

R: Thank you very much for your time. We are done with the interview.

NO 41

R: What does school violence mean to you?

P: To me, school violence is as soon as I hear that term, the question causes discomfort through in between, it might learners to learners to teachers, learners to teachers but it simply means that there is conflict and people tend to resort it through violence in most instances.

R: What are your experiences with regard to violence as a manger in the school?

P: I am not really, but I deal mostly with learners, mostly my position allows me to deal with learners who are fighting, whether they have issues at home or whatever, but it made me realise that this violence, or the inner that they have is very deep. We deal with learners, with whom suffer a lot from home and when they come here, because some of them, they cannot retaliate to their parents or their elders, it is quite simple for them to fight with their peers and sometimes to the teachers, because they are not people at home who they are close with and at once experienced a fight where one learner's ear was cut off, the loop of the ear was cut off. The other one, the two of them were fighting and the other one was so angry, he pulled windows, I think it was the window, ja, he broke the window and took the glass and cut the other one's ear and the other one took a chair to cut the limb from the arm, I think it was so close to that. So everything that we, there was blood everywhere, we couldn't stop, we had to rush to hospital, but one woman, I think stayed at the hospital under, around 8, 9 and I think the issue of violence here does affect us a lot. That is just one part of it. This other time, I think the boy poured pine gel to a girl and the girl couldn't see, we had to rush her to the hospital and I was there again. I think I got home around 9, late, the whole day I spent at the hospital. So the environment it is quite uncomfortable.

R: How often do you experience the incidence of violence in your school?

P: Okay, winter we don't have violence cases. It could be one but summer, like last year around October, November I think we had fights maybe twice a week, and then we would have maybe a huge one that would result to all the teachers coming together, one a month.

R: In what way do you feel personally affected by violence?

P: Personally. Okay have never thought of it. I don't know, it really does not make me angry but at times I felt like violence is the answer to some of the things. Even with adults, even with colleagues.

R: How do you view the effect of violent incidents in the school?

P: I think because we have an issue with discipline in our school and at times disciplinary procedures are not followed, now when more incidents happen, it does not show to the learners that this is a bad path to take but with them, I think they take it as some of them will thought, that if I could also fight, and they will come and the school will be out because of me, it is a good thing, because discipline procedures are not taken and then the process, they don't know what happens to those ones, so the other group would also think, okay, I can fight as well and nothing will happen. So the more we have them, I think they become more involved.

R: What kind of training is needed on managing school violence?

P: I have never thought of that. But instances where I have seen a fight, I think adults will, or teachers in this case will need to be taught on how to deal with the boys, mostly the boys because you will find that when the fighting, where you go to them and you are angry as well, and you are fighting with them, they will fight back, but I think people need to learn to allow them that when they are angry we will try and be calm and we use nice words to them and we talk to them, I think adults as well, we need training on how to manage their emotions.

R: What is the impact that hampers effective learning and teaching due to school violence?

P: Okay for one, when you are in an environment and where you are not free, it is difficult for you to be there, one thing would be that a learner is not comfortable in their environment. They result to being absent a lot. That would mean they stay behind with their school work. Another if you have someone who you don't get along with, as a colleague, you sometimes result to not coming to work or you come late or you always have excuses that is a way of not seeing that person. So as a result they can be behind on our work, the learners as well.

R: How can social media have an impact in hampering the effective teaching and learning due to school violence?

P: I think if they could show cases where violence result in more serious effects, like remember last year when that teacher was stabbed, that is what most people heard but they couldn't see what happened to the boy, what was the cause. The only thing that they heard, was that the person was stabbed and I think ultimately I read somewhere saying that the boy is mentally disturbed, but not all of these kids will see that, they only go, there is nothing that they know about what happened to the boy and what happened to the family of the teacher, or specifically the boy, what would happen after, can the boy go back to school, what were the effects and all and how does life change after. So maybe if we could get the full stories, from this accident.

R: How do you relate pillar no 6, ICT in education towards school violence?

P: I don't really know. Because I have never used ICT that much myself, so the classes are mostly go to, I am with the lower grade, so the classes that I mostly go don't require much of ICT.

R: Finally, what strategies and recommendations could be made to education authorities due to school violence?

P: I think these learners are being taught enough on violence but there must be peer education, one learner who has had experience that they educate each other, maybe sometimes when something comes from your peer it is easier than when it comes from an adult. I would recommend that schools have social workers that are situated in all the schools because most of the violence comes from home, and the behaviours, even drug usage, ill-discipline all that, they result in violence but when you follow it turns out that the learners are usually hurt from inside. So maybe if there is a way of helping them talking to them, councillors which we know that they are in the schools 24/7? It believe it will be better.

R: Thank you very much for your time. We are done.

NO 45

R: What does school violence mean to you?

P: School violence can be bullying, school violence can be learners bringing some instruments that they are not supposed to bring at school or even teachers bringing some weapons that not allowed at school, that can provoke others and lead the two parties or one to participate in this violence.

R: What are you experience with regard to violence as a school manager that is displayed by learners in the school?

P: I have noticed that most of the learners because of their age, those who are older, if they are put in one class with the little ones, they end become violent to their counterparts of to the young ones. The other thing can be poverty, because of poverty some of them the resort to playing dices whatever and in the interim that leads to violence and then the other one, if a learner is not coping in class that can result in somebody showing their frustration by being violent towards that person.

R: How often do you experience incidents of violence in the school? How often?

P: We can have maybe two a week. I think it is two a week.

R: In what way do you feel personally affected by violence in the school?

P: As a person it is threatening because you will never know when you are stepping on somebody else's toes that will result in violence. You will never whether a learner for the day, the emotions of learners how are they going to affect you a particular day, you never know. So you expect anything anytime.

R: How do you view the effect of violence situations in the school?

P: Obviously violent situations it is not good for those who are not the bullies, it is not good. Sometimes it frustrates teachers if there is an element no necessarily in our school, but in other schools, if you have noticed that there are learners who are violent in a class or in a school. You end up not having a fear of maybe for an example coming in the morning alone. What if they are going to attack you or not, you have sometimes a fear of maybe putting your foot down, not knowing the reaction of the learner, especially after what we see on media, we sometimes hold back and instead of maybe calling a particular learner to order, as long as you know this one capable of doing 1, 2, 3 you refrain from addressing the issue and rather leave him or do it the other way round, unlike just calling the shots to the learner.

R: I hope and I trust that you have been in the teaching fraternity for so long. By the time when you go to either university or college, there were no training about managing school violence. Now my question is what kind of training is needed on managing school violence?

P: Sjoe. Training, you can give training to teachers but the teachers are not necessarily the bullies, are not the people who always brings the violence in. We do train, we do have some pep talks to learners about the violence in schools, but that does not solve the key root of that. I think it is high time, unfortunately we do not have enough support from our department, from the district. The social workers can be brought to picture, so as to make sure that maybe I think if you pull out the root because that will minimise the violence in the school. So I think involving maybe having social workers, talking to these learners who end up being violent at school, talking to their parents may be trying to find out what is happening, doing some referrals for both parties, the parents and the learners, that would minimise maybe the violence, may be that would be another approach to assist us because training teachers about violence, how to handle it, yes you can handle it, but if the learners do not know that if you act like this, you are threatening the life of the next person. If they are not taught, charity begins at home, if they are not taught at home, that if you react like this to the next person, what is going to be the counter reaction of that person.

R: What is the impact that hampers the effective teaching and learning due to school violence?

P: If the incidents occur in class whilst one is teaching, obviously now the teacher must lose focus on the lesson plan, if he or she focuses on addressing the issue at hand. So that impacts it negatively.

R: How can social media, remember you have mentioned social media, on our discussion. Now my question is how can social media have an impact in hampering the effective teaching and learning in school due to violence?

P: How can?

R: How can social media, have an impact and hampering the effective teaching and learning in a school due to violence?

P: Social media encourages, I mean our learners are copy cats. Monkey see, monkey do. So if a learner sees a violent situation in such an area, they will also want to copy that, they also want to repeat that. They also want to, they think oh it is possible I can also do it. Or don't rather try, even if it is not a question of thinking, that if that person can do that, I can also do it. Let me also try it. So the social media is also doing, it is also hampering our teaching because it in fact influences or add up to the challenges that we have. When they see it on media, they think it is the only way.

R: How do you relate pillar no 6, do you know pillar no 6?

P: Ja, ICT integration.

R: ICT in education. It is pillar no 6. Then that is how pillar no 6. No my question is how do you relate pillar no 6 of ICT in education towards school violence? Remember what we have said, the statement that you have said before. If I ask this question. You are giving the negative part of it, now my question is how can you relate, pillar no 6 of ICT in education towards school violence?

P: Fortunately at our school we have used pillar no 6 for cyber bullying, for the grade, the present grade 10s. We did that in 2017, they were trained that how to avoid using social media in such a way that it impacts negatively on you, that is maybe for, I can give you example of maybe somebody, if you take a threat and you post on media, then next person is not far from you, sees it as an opportunity to come and break in to your house because you are not in. So you must refrain from doing that. So in a way we can use it, maybe having, maybe similar clips given to learners or being displayed to learners that giving a positive way of treating issues to avoid violence.

R: What strategies and recommendations could be made to the education authorities due to school violence?

P: That is a tough one. Strategies to alleviate violence at schools. I think avoiding having learners who are more than 19 years at school level can be one of, if a learner is above 19, above 18 or at least 19, maybe cut of 20, if they are above that then they should be removed from school, maybe be taken to other institutions where maybe whereby they can be assisted in one way or the other because sometimes age is the one that causes the one to be rebellious, some of them wants to be rebellious. I think like that issue before the one that we brought now, ICT. It came at a stage whereby most of the teachers are middle age and above, and they are not interesting in this ICT, maybe if we had, if we have too many youngsters that would make using gadgets easier or using gadgets when presenting their learners, that will stimulate the learning of learners more than using that as a weapon information from the ICT as a weapon or use it negatively. Maybe by presenting the lessons using those gadgets.

R: Thank you very much ma'am.

R: My first question will be. What does school violence mean to you?

P: School violence means that things are not running the way they are supposed to run. There are vigorous changes and everybody needs his interest. He is trying to promote his interest, now the interest that is a conflict of interest, therefore we fight over the interests. Let is a school violence. It starts with the teachers triggered down to learners.

R: What are your experiences with regard to school violence as a school manager?

P: My experience are categorically. We have violence from parents, violence from learners, teachers and political influences, politicians within the school. My experience is that usually learners if they fail to risen together, they will resort to violence but in terms of professionals, they resort to strikes. In terms of the parents, they resort to toyi toyi and then in terms of politicians they will mobilise and influence their constituents.

R: How often do you experience incidents of violence in the school?

P: I experience more violence among learners. Almost every week, there is a learner that is at loggerhead with the other, not necessarily they are fighting, they may argue until the argument end in the office or until the teacher intervenes, but we have sporadic events where learners fight in the class over whatever, it can be over the books, over friendship over relationship. They just fight and then it is more prevalent among learners. On the side of teachers, I don't have a violence altogether because they are compliant.

R: Okay, in what way do you feel personally affected by school violence?

P: My personal feeling about violence is that it give me challenges, it makes me to think outside the box. I think the strategy is the systems to put into place, changing the system from where it is to where it soothe the situation, because learners are not the same, even this violence among learners are not the same. So only one system cannot deal with the whole violence, they differ from situation to situation.

R: How do you view the effect of a violent incidence in the school?

P: They really derail teaching and learning because more often than not we will be conducting a disciplinary hearing and other learners, innocent learners are suffering in class. Sometimes we suspend these learners and when you suspend them, obviously time is running out. When they come back, the lessons are far much ahead and ultimately they will affect the results of the school. So violence disturbs results of the school.

R: I know that you have been a teacher for many years. I understand that by the time you go either to university or colleges, there were no way you will be trained how to deal with violence, but my question is, what kind of training is needed on managing school violence?

P: I think the policy implementation is key to strategies of solving violence at school of training because sometimes we are not consistent in applying the policy. You will find the same violent, when it is done by other learners, that are being provoked we

treat them lightly and when we know that this person it is a nuisance, it is problematic, when we go to, we became very harsh so there is an imbalance of implementation of policies. So if managers and teachers can be trained around policy implementation and the effect thereof, because sometimes you come up with the decision that is violating department policies. That is where we find our beloved teachers being expelled from teaching, school managers being chased away from school, being demoted such things of that nature

R: What is the impact that hampers the effective teaching and learning in school due to violence?

P: Ja as I have alluded previously when I said it will affect the results. We are here to see that the learners progress accordingly, according to their age. Now you will find that violence will hamper these learners to an extend that they are even behind in terms of their age and in terms of their progress. Hence the department has resorted to this type of progression if the learner has been delayed within the system, progress that learner up until he reaches where he to reach. So it affects.

R: How can social media impacts in hampering the effective learning and teaching in a school due to violence?

P: The media exacerbates. Exacerbates violence because even those that do not have the spirit of fighting, once they see the media, they was to be exposed you know, they want to appear before the cameras, you know, they don't even think logically, they will start doing things that are bad and automatically this will even influence other neighbouring schools because there will be a spirit of competition. If those people appeared in the media and the newspaper have written about the, what about us. They want fame.

R: How can you relate pillar no 6, ICT in education with school violence?

P: Pillar no 6, ICT has dual purposes, it helps the learners to access information unfortunately our learners are prone to go to the Apps that are not helping them. You know say for instance you send the learners to do the research, they won't just concentrate on the research, they will go even to other media Apps where they see many things that influence them happening and when they have seen that, they will even come and try to practice it at school. The department is trying to restrict these learners to access information but they are manipulative, these learners. You know they are born with technology. Even if you can block other Apps, they will access them, how I don't know and ultimately they rejoice seeing or viewing things that interest them than the things that gives them assistance in terms of learning.

R: What strategies and recommendations could be made to the education authorities due to school violence?

P: I can't say the corporal punishment must be brought back because it will be against the constitution of the country, but that was the best remedy and the quick one. You see that president of the then Bophuthatswana, had a very wonderful strategy in terms of corporal punishment to bring violence to an end. They recommend that corporal punishment must go on but must be metered in the presence of the principal and the recordings must be taken, what size of stick have you used, the thickness thereof and how many strokes did the learner get? You see

was not any abuse altogether but it was corrective, that is why during the then homelands there was no homelands that beat Bophuthatswana because it had a very strict measure in terms of controlling violence and teaching, violence that disturb teaching at schools. So recommendations can be, maybe the department can come up with a strategy that will penalise the learner but not making the learner to remain behind in terms of teaching and learning. They must allow at least disciplinary committee to exercise their discretion in using corporal punishment. You see unlock the board to say we need stick to walk and to walk the walk of education. We don't need crutches but that used to help us. You see nowadays learners do not do their homework because there is nothing that can be done to them. If they leaves the homework and tomorrow you ask that child what had happened, why didn't you do the homework, no it is difficult for me that is the answer that you are going to get, it is difficult for me. And those that are using violence at schools are that one must be punished, unfortunately the department doesn't allow that, the constitution does not allow that, the school policies does not allow that, the provincial legislation does not allow that, they do not allow corporal punishment.

R: The child is right.

P: Even the Learners's right act do not allow that. You name them, as a result they do as they wish. Should you try to meet punishment, corporal punishment that is the end of your career? That is the problem.

R: Thank you very much. We are done with the interview.

NO 53

R: My first question is what does the school violence mean to you?

P: School violence, there is a lot of violence that take place. School violence is anything that involves learners. To make it short and straight, when rights of other learners are not adhered to and when teachers don't respect learners' rights too and when learners don't respect rights of other learners, because it can be regard as verbal, violence that is physical violence, so it depends, the question, from which side do you want it. Physical or verbal violence

R: I want everything that you can say about violence, anything.

P: Okay. That is learners in class because of peer group, verbally they abuse one another. They shout at one another. That is part of violence, but the main violence that is mainly disturbing is physical violence. Especially today in schools, it is of great concern. Amongst learners, they fight one another, and the fight usually starts at home. If you check what is that happened, they will tell you this story and then someone would say, that is actually not the root of the problem, the problem started at home because of maybe a girlfriend of maybe parents but mostly if the parents is removed, but it does come out, it did come out one time, but mostly it is girlfriends and then it goes on into the buses when they are travelling to school. Then it escalates when it come to school, because they have friends now to support them. When he is alone, he is afraid, maybe this one is too strong, but now when he is with his friends, now that is where the trouble starts. They confront the person, they go to class and you hear the noise.

R: Okay.

P: African language. ... Which is not supposed to be happening. I looked at the video over the weekend, somebody showed me the video, that boy is still a young boy. He is in his twenties the teacher, do you think that teacher will ever go to class again after that experience? He will never go to class with young boys. So teachers are also not protected.

R: What are your experiences with regard to violence as a manager in your institution?

P: Okay.

R: The experience in an institution of violence? Now you are a manager in the school, in your own rights, you are a manager, right, but my question is based on the experiences of, that you experience while you are managing the institution?

P: Fine it is okay, my experiences, most of violent cases come from learners. Especially lower classes. Higher classes, yes it is fine, it does happen, but from grade 11 to 10 that is where the problem is and some in grade 9. Then it is understood, because within those grades, because the grade 10 and grade 11 that is when they are at 16 years, 15 years. So you understand now that is the time now, they are growing up, they want to identify, so as a result they want to be respected, they feel now they are men, now they are becoming men, so because there are other biological there is that voices becomes thicker, they start to grow hair, and all that now. Full erections happen, so they want to show girls that they can do it, so as a result, so many physical issues and the environment around them, so most of the learners experience violence, grade 11 and grade 10.

R: How often do you experience those incidents of violence in your school?

P: Fortunately I must tell you the truth, in our school not much, it does happen. Let me say frequency of it, it can be let's thrice in a week.

R: Okay. In what way do you feel personally affected by violence in the school?

P: Personally, you become involved because you are human, you feel this boy, they shouldn't have done this because this is a thing that they could have sorted out among themselves, but yes, it does affect some, but some, because you tell them, don't do this, don't do this but they continue it. I told you don't do this. You see now what happen, but at the end you are also affected with violence because you feel pity for these kids.

R: Okay. How do you view the effect of violence in school?

P: You know it is disruptive, because you spend a lot of time sorting out issues of violence which you shouldn't, you spend a lot of time it is learning time consumed away, parents have to be called, come to school and then the learners also have to be out of class because our situation is different from other situations. Here parents are unable to come after school, they prefer to come during school hours and then you have to bunk classes. Which will affect the running of the school, because now

it means another opportunity for another violence to happen in class. So that is how it affects the school. So if everything is nice, for the school to run smoothly. African language ... including yourself and myself. There are a meeting but ... African language That is another culture ... African language. How we deal with ourselves with our lives, but you tell them local, local six o'clock they don't come, they prefer to come weekends.

R: What kind of training is needed on managing school violence?

P: That is one hell of a question? Workshops will help but some teachers feel they were not trained to become policemen or security guards. So they were not trained to become masculine so that they are able to assist in violence. So methods to do that I think, here we need outside help to come and assist. To say teachers must go to workshop and then they be taught, they must sit and be lectured how to manage violence. You are going to have it tough, but I think workshops will help teachers very much how to manage violence. Then another issue is time. After school, weekend, African language, issues of family. You do it during school hours which shouldn't encroach into teaching time. So after school, so it is going to be a problem.

R: What is the impact that hampers the effective teaching and learning due to school violence?

P: percentages? It could be 20%, as I said earlier before, in our school we try to manage it to a certain level, but there are cases whereby you will find that it is difficult. You only learn about it when it is already happened in the violence, so as a result you wouldn't be able to stop it. It does have an impact on the violence of the school and management. Because this case, one plus a disciplinary committee, I think three teachers involved. Then many times, they spend plus minus one hour, two hours with the learners trying to resolve the problem of violence. Two hours, one hour, it does impact on teaching time and those teachers were expected to be somewhere else. Now they are in the office, sorting out the issue of violence. It is not good for the school. It has effect that is why I say 20%.

R: How can social media have an impact in hampering the effective teaching and learning in the school?

P: Ever since we allowed learners in our school to carry, it is not going down, it is going up. Cases happened, the white guy who hitting by a school boys, those two boys in school, those boys in Mpumalanga, they could have learned that is wrong, but because the media know, they also promote this and they teach these learners to perform business. If they treated nice and good media, because media most of the time is like a competition, they are always on the side of learners, so they will never learn, especially on teachers and on their fellow learners, that one of teachers, media, does contribute to this violence in schools, very much. I blame media most of the time. If the media did this, they only show or publicise the event, then thereafter as to what happened, how it was sorted out, they are no longer interested. They are only interested in the act and showing these learners wrong things. You see in the olden days there was censorship. Do you see what is happening in our media today is the censorship, so we are losing it somewhere? We are going to have a serious problem. That is why we are also losing it on the kids. There is no censorship anymore. Kids hear vulgar everyday on the media. Media, I blame

media they are doing wrong to learners and to parents. They should publicise right things.

R: How do you relate pillar no 6 which is ICT in education, towards school violence?

P: ICT is helpful. ICT learners who are disciplined, 12A, 10A, ICT we are able to tell the maths, when I am not in class, there is no need for me to be there, and in language also. There is no need, we have smart boards, when a teacher is absent, they are able to go to your lessons and there is a teacher in that smart board, if there is no teacher, you are able to leave the responsibility to the class, this is my laptop and the laptop, here is geography lessons, you click here, it shows topics, all the topics, we are on settlement, you say settlement and thereafter you choose the topic where, then settlement, you click on that, double click and then you put the computer, laptop on the table and then you just click play. Then there the teacher goes. He explains to the class everything, so the class is quiet, there is no movement up and down, so the class will be disciplined. So ICT does assist in maintaining order in classes and they are very interested. You do that always they want that. You do it again and again especially that we have afternoon lessons, so ITC does assist. So they are going to do their revisions.

R: What strategies and recommendations could be made to educational authorities due to violence in schools?

P: Parental involvement has been there. Has been there parental involvement since our time. Once you hit somebody you know, but I think approaches need to be changed. I think we are not approaching it properly. The kind of parents, you know certain parents are, they are protecting their Learners. They always, they see their Learners as not doing any wrong. They believe their Learners are always right. You will tell a parent, your child did 1, 2, 3, and they would say it is not my child. Then, that is now where the problem is. Certain characteristics of a parent, is not right. We had a case here, there was a parent here, there was violence in class, a girl, the voice is a bit hoarse, the voice is hoarse and then the child told the father, the father didn't want the child to come and tell the story, he wanted us to hear from him which is not right, we should first hear from the child and then from there allow the child to go to class and the approach of the father wasn't good, especially to the teacher. I went out of that meeting because I couldn't stand the way he was behaving, calling us African language ... you are the voices, kids are kids. Their approach must be okay. Now you can't always think your child is right, and then the child ultimately today, the father we are best friends because I called the child, my child it is fine, people do wrong things but let's talk about you now and your voice. Then I sat down with the girl and I said your voice is nice, your voice is unique then I think you are going to find so many people out there, very interested in your voice, you are not disadvantaged. Why do you feel offended with your voice? You should be proud of it. Then the learner said, what did you say? I say your voice is nice to me, I like your voice. Then I think there are many people out there who are going to appreciate your voice. So the approach also, parental involvement, yes you must involve learners in violence in school, because without them there is nothing you can do. You know at times it was lashing, you do something wrong, they don't involve

parents ... African language ... Your attitude also. ... African language. People should be workshopped, awareness.

R: Thank you very much for your time.

NO 56

R: What does the school violence mean to you?

P: School violence to me means that it make us not to reach our goals as teachers, and learners are struggling in coming home because of the happenings along the road and at the end they had that, the panic while they are in class because they can't focus and it leads to gangsterism among our schools actually and at the end it makes us also not to execute our duties as teachers.

R: What are you experience with regards to school violence as a, as a manager displayed by your learners?

P: Right, we once had an incident where a learner was stabbed to death. Then we were somehow, it disturbed us a lot to an extent that we were exposed for things that we didn't do actually. So hence I say, that experience actually traumatised us a lot, as a school, even the learners and also teachers.

R: How often do you experience incidents of violence in your school environment?

P: It might be something like per week, it can be three times.

R: In what way do you personally feel affected by school violence?

P: I am personally affected because as an teacher I am here thinking that I am here for the wealth of child which I had at heart and then now when violence erupts, it disturbs me a lot to execute my duties as an teacher.

R: How do you view the impact of violence incidents in the school?

P: It affects us as a school and then it brings us to have bad results actually because our learners won't be able to can perform according to their ability.

R: I hope and entrust that you have been in the teaching fraternity for so long and when you got to college or universities by that time, there was nothing in the curriculum that relates to the handling of the violence in the schools. Now my question is **what kind of training is needed on managing school violence?**

P: I think the training which we need is just like the rules enforces, JA in a classroom to protect ourselves based on violence. So we are just protected by a chalk actually and also by policies that is all. So we need to go to forces and also for them to can let us be abled with everything which might protect us against everything, because it is so dangerous in dealing with schools nowadays. Our lives are in danger.

R: What is the impact that hampers the effective teaching and learning due to school violence nationally and internationally?

P: Not having protection against violence. It hampers us because of, we are always panicking, we don't know because also our security are not well trained to can

protect us, so in actual fact we are not safe. That hampers us as teachers and also as learners and also the material we have.

R: How can social media have an impact in hampering the effective teaching and learning due to school violence?

P: Yes that will happen because most of our parents they don't protect the stuff on radios and also on TVs, then we are being actually, what can I say, as teachers as we are cruel to learners and then how can you entrust an teacher sending my child to school, thereby you don't have trust. So really when it comes to social media it doesn't do justice on our side.

R: How do you relate pillar no 6, you know pillar no 6, is the MECs pillar, ICT in education?

P: Well as I was saying according to me systems are in order but the implementation part of it we struggle sometimes. The systems are in order, but when it comes to the implementation to schools, really they are failing us.

R: What strategies and recommendations could be made to education authorities due to violence?

P: The government must come with a strategy whereby they consider us as human beings also and then we need protection and they make sure that whoever is being deployed to our schools especially on the side of police or security, they need to make sure that that particular person knows his story.

R: Thank you very much for your time

TEACHERS

NO 2:

R: What does school violence mean to you?

P: Any form of violence with the school, you know it doesn't matter the seriousness of the situation. Any form of violence, it can be verbal also but mostly physical, physical attack from one person on another.

R: What are your experience with that to violence as a school manager displayed by your learners?

P: I think my, in my experience and in my opinion, there is usually circumstances leading up to such incidents. I think from my experience as well from handling cases of violence in the school, and looking at the news, YouTube, there is a quite a difference, violence stays violence but it is not as violent as some instances where you look at it, what we experience within our school.

R: Most of the things that we are talking about, the experiences. How often do you experience incidents of violence in your school environment?

P: Very rarely. I am going to take last year, the previous year as a basis, I think we had four incidents of violence which we handled within the school.

R: In what way do you think personally affected by the school violence?

P: Considering the circumstances, one as a principal you do not want it, you want an environment for your Learners where they can feel safe, where they are not confronted by this. You do not want it in your school, but I mean the way that Learners are growing up, the things that they are confronted outside of the school, will have an influence on them within the school and you can't turn a blind eye towards it. So it is bound to happen. I think when it does happen it must be treated of handled quickly and there must be a resolution in the end, so that everybody who experiences it, can see that it is wrong firstly, secondly it is handled and that there is resolution in the end.

R: I pick up this, that you were giving answer to the previous question, that sometimes you find that the issue of violence in the school is not there, but it is starting from outside and the outside thing is the one that breed the issue of violence outside the school and it bring within the school. Now to me it says it is an issue of the community in general. So how are you going to handle that when it is something that is coming outside the school premises towards the school?

P: Look, that is why I also explained this and you know, I am going to give an example of what I experience, you know within a household, if there is a husband beating his wife, it is bound that when the child is from that household, is confronted within the school, that their reaction would be to resolve the problem, also to give a slap or hit somebody. So how do you handle this as a school manager, you can't change what is happening outside of the school, but what we can change is the approaches and attitudes within the school, so the way that we handle it, by showing it is wrong, by giving resolution to the conflict and another ways of resolution to conflict, for me that will have a change, mostly if there was a disciplinary hearing and a resolution on violence, those Learners will not come back for, or make themselves guilty of it again. So the statistics show me that because you handle it this way, there is an impact on the Learner. So it is very rarely that the child will come back a second time for a disciplinary hearing on violence etc.

R: How do you view the effect of violent incidents in the school?

P: The effect of it?

R: Yes, the effect of the violence in the school?

P: Look, I think it is limited, I think because it is a high school and Learners in the high school are more adult, they know about things, they watch YouTube, they see what is happening outside, like I said the seriousness of the incidents, I will take one for example. Last year it is a boy and a girl in a classroom, they get into some or other argument, he takes her pencil case and throw it on the floor. She turns around

and slaps him. Now okay, that is the violence that I am talking about. That is why I said in the beginning as well, it is not like knife attacks and things like that, it is sort of silly things, but it is still violent. You know, so most of the Learners are confronted with YouTube videos of I think nowadays Learners take these things in schools and they spread it through YouTube for whatever reason and those are the things that they see. So I think the impact for them on this, most of them would laugh about it, because they see what is happening outside, serious stuff that is going on. I think nobody wants to see violence, nobody wants to be part of that. So on the one hand, I would say 80/90% of the Learners will frown upon it, saying listen this is not who we are, this is not the way that we do things. It is not nice and then also get a portion of Learners who will laugh about it because I mean it is ridiculous. That type of attitude. If it is more serious stuff, I mean even for myself, I have looked at the YouTube video of the teacher, hitting the child, hitting the child, I mean within your sole it feels like something is dying, you are confronted by this unreal type of thing and luckily things like this, don't happen here, I wouldn't say it will not happen, but I think if I am confronted with things that seriously, Learners in the school are confronted with things that seriously, it does have an impact on you, you do not feel nice about it. I mean, I think our nature is not violent.

R: What kind of training is needed in managing school violence?

Out of what you have mentioned about the social media, towards the issue of school violence because Learners they adapt on one area to another and they put it on social media so that it must be so viral. And you have mentioned the issue that you don't know their information, apart from that, because it is a thing that affect all of us, what types of training do you think that teachers must be trained regarding the issue of school violence, because previously I think all teachers we have, there is no one case, he or she has trained about the issue of school violence. So now as a manager in your institution, what kind, or what types of training can you anticipate that it need to be there as part of the recommendation, because it is a challenging issue and it will not stop today, it will continue and continue.

P: Look, I definitely feel that teachers should be trained on handling this, I mean in most cases if the teacher brings in two Learners fighting on the playing grounds, they are also almost in shock. So definitely workshops on the kind of violence that can happen in schools, I think the department of Education will have a broad scope on what can happen. Look a teacher is with me for a year or two, moves onto the next school, we've got this environment here, but it is not necessarily the same environment in the next school. So if you can prepare your teachers on this is what is happening, so they've got a broad history of cases of violence, showing teachers, well this is the kind of things that happens in schools, and then also what should the action be, you know, stay calm, don't get involved in the arguments and things. Break it up, if you are a woman, two grade 12 boys are hitting each other, don't move in between them, they will hit you as well. You can also get hit in the incidents. You know that type of thing, what action should you take and I think from my experience, the way that we do things here, is the issue must be addressed and

there must be a resolution. The parents must be involved with that whole action, if teachers can be trained on firstly, what happens, secondly how do you handle it.

R: What is the impact that hamper the effective teaching and learning due to school violence nationally and internationally?

P: I think it is difficult to say you what is the impact internationally or nationally, I can speak from my school, a very limited scope here. Definitely if there is fear, there can't be effective teaching. If there is fear that there might be violence in the school, it is hampering effectively teaching. If I look at somethings on social media I can gather that there can't be good teaching if things like that is happening in the school. So from my point of view, it definitely has an impact on teaching and learning, it should have, it can't be.

R: What strategies and recommendations could be made to education authorities?

P: I think workshops on violence, because it is something real, it is something that is there, like you also said, it is not something that you can wish away, it is there. To workshop teachers on sit, I think workshops with Learners on conflict resolution, what is the adult way of approach in conflict. Look, I think our Learners are confronted with movies, very violent movies, I don't think that is something that we can change, and it is something that they carry within them as if it is something that is real and it is something that should happen because that is what they are watching it in movies. So I think if we can workshop Learners as well on conflict resolution, you do a lot of things within the school, we do have workshops, we've got people coming in, on various topics and one of the topics would also be things like bullying, which usually would start with self-acceptance, there is usually a person who gets violent, has got an issue with conflict resolution, he doesn't know how. If you can give workshops on conflict resolution to the Learners and explain to them and learn them how to deal with conflict.

R: Don't you think that it should be covered in the curriculum?

P: Yes, for sure, I think in Life Orientation there should be themes in it. Addressing it, I think it is an educational aspect, it is something that is part of the education process. Teaching Learners how to resolve conflict.

R: Thank you very much for your time.

NO 8: SCHOOL LIAISON OFFICER

R: My first question will be what does the school violence mean to you? You can give an explanation, you can explain it further, so that we must understand it and have a clear view?

P: School violence. So we have, well what I see as two types of school violence, the first will be educate a child, educate a learner where the learner will be physically violent to the teacher, that is one of the things we had in the past and then learners on learners, where we had violence there. Where we found that let's first start with the teachers, where we had learners assaulting a teacher. Now what I find with the violence part is, you know as soon as you enter someone's personal space, aggressively, I see it already as violence. Whether you are, you know violence doesn't have to be to hit someone, it can also be where you have a mouth, you can be violent with your mouth and that we found with learners, teachers, you know learners with teachers, even teachers with learners where they invade that personal space and then be violent with the mouth and then we had places where learners hit an teacher, which I feel is violence. Then learners on learners, where they fight, things like that, where they are violent.

R: What are your experiences with regard to violence as one of the managers that is displayed by learners?

P: Sjoë, okay, like I can give you an example, it was last year, we had an episode outside where the learners, firstly what happened was the learners, two boys were fighting, and then my ECs tried to remove them, but these two boys were so aggressive towards each other, that it just, it went into the class and you know, it just got a nightmare and at least I have a few big boys that were able to go in there and just assist and help but then what we found was that after school, these boys, even though we spoke to them and tried to calm them down, it was like ten minutes before the end of the school, and those boy continued outside and that in some instances, especially if you are outside the school, the learners don't feel they don't have any respect towards you as an teacher, they have no respect towards the prefects, the ECs, so and then it can get quite out of hand. So that we really one of my experiences where I had to call more help in from teachers just to help assist, that we can get everything, everyone calm and like that, because they can get quite violent.

R: How often do you experience incidental violence in the school environment from the learners?

P: No, I will say like the one I have just spoke about was last year, as I said was towards the end of the year, and it was the first one for the year. I personally don't, I am not that involved into the violence, I think more the discipline, disciplinary, Ms Erasmus she is more involved with that, you know violent, violent. The only time I will hear something is that when one of the prefects will tell me about it, but it is not a lot. I must say it is really not a lot that I know off.

R: In what way, were you personally affected by school violence?

P: How I feel personally about school violence? Yes like that day, how I felt, I was really afraid, I was really very afraid, because I mean these are big boys, they are strong boys that are fighting. Me as an teacher, I really, really felt so scared, you know, and even the prefects were trying to make a circle around me, just to keep me safe. I felt vulnerable, you know, I was like the only teacher there. I mean anything can happen, you know you can, so I felt vulnerable, I felt scared, and even a couple of years ago, where we had the learner that hit the teacher with a brick,

even then, you know you feel unsafe, because you never know, and that learner just, he just snapped, so sometimes you really feel unsafe, vulnerable, yes.

R: How do you view the effect of violence incidents in the school? How do you view them as a teacher in your institution, then the effect of the violence incidents in the school, how do you view them?

P: Yes, you know the thing is what I felt after that incident of last year was that the calmness of the school was disturbed. You know it took us about a week to get, the learners, it was as if everyone was on edge, but I think it was a lot also that the learners were, I just I think that the learners, a lot of the learners were also afraid and you know felt unsafe. So the violence I view it, what it does it disturbs the tranquillity in the school that we try, we try to have, you know it must be safe for a child to be here, they must feel safe. As soon as that safety net is disturbed, you can really feel it is like a buzz that is going on in the whole school and it is not a good buzz. It is a negative buzz, so I just, I think my view on that is how it disturbs the other learners as well and how just it takes time again to, for the learners to relax and the thing is as soon as a learner is tensed, you have disciplinary problems, but when they are relaxed and feel safe and things like that, it goes well in classes. So as soon as learners see violence, everything just escalates, you know they feel uneasy, so ja.

R: Being a teacher, for so many years, being involved in the learners in a teaching proximity for so long, can you tell me what kind of training is needed on a managing the school violence?
R: Yes. Not organise the training, but the training regarding the managing of the school violence?

P: How to manage it?

R: Yes.

P: And training on that?

R: Yes. Teachers are there.

P: I know, yes I understand.

R: And check, where you deal at teaching at colleges and universities, there was nothing like that cover training that is given how to manage the school violence. There was nothing like that?

P: No.

R: But now, school violence is there, we need to address that

P: Yes.

R: That is why I am talking about what kind of training?

P: Do I think that they must bring in?

R: That they must bring in.

P: Definitely, I think it must be brought into any course where you know, whatever the teacher is studying, they must bring it in. Firstly I think how to, they must be

taught firstly just how to separate the two. Let's take two learners, you know the thing it is very difficult, you never know when to enter because if they are really fighting and you get into the middle, the chances that you as a teacher get hurt, is very good. So how to diffuse the situation, I think first and foremost must be taught. You know, they must be taught, do you go directly in, or not. You have to observe what is happening and in a split second you must be able to make a choice then, are you going to get involved in the middle, are you going to get two other people to help you pull them apart, you know not get involved directly in the middle, how you can diffuse this whole situation. I think that is the first thing that a teacher must be taught. Then secondly how to handle yourself because the thing is if you have two learners fighting, they are very aggressive and that stage, they are so hyper, now you as a teacher can't go in there and be heighten yourself, it is just going to escalate everything, so you must be able and I think they must teach you as well, how to be able to talk, you know, guys, wait, let's settle down, you know just to bring it down a bit, just to try and let those kids relax because if you are stressed, they are stressed, and it is just, so I think just how to first see what is going on and decide how you are going to diffuse the situation and then the manner how you speak to them and how you can just figure this out, get them calm. I think at the end of the day, to get them calm is very important and then from there, the people, the disciplinary can take over, the principal can take over, like that, but I think there must be definitely a course where teachers are taught, just how to diffuse the whole situation.

R: What is the effect that hampers effective teaching and learning due to school violence nationally and internationally? The question says, what are the good thing that it brings towards the school, because they must learning and teaching and there are things that are hampering the learning and teaching and there are things that are hampering your learning and teaching? One of them is violence in schools, it hampers the learning and teaching. Now what are you saying about that? The things that hampers the effective learning and teaching that is related to school work?

P: That is hampering teaching? Well I just think it is all this learners have the right to education. With that they think they think they can do what they want and that leads to violence, unfortunately, disrespect. I can do what I want, because I've got a right to an education, but the thing is just I don't think there are real consequences for those continuous perpetrators, you know that continuous child that is making nonsense that are violent. It is usually either drugs, gambling, things like that. I don't think those things in schools are taken seriously. You know if a child, if you caught a child with drugs, then they go to rehab but as soon as they come back, those kids just do it again. There is never real consequences and I think it just, for me and we are always so on top of the naughty Learners you know, because the department isn't doing anything towards them, give them another chance, give them another chance, give them another chance, but what is happening, all our efforts are going towards these learners but there are a 1000 other learners in your school that is wonderful that actually needs that attention, that is here to study, that is here to learn more, that is wonderful, but now all the attention is going to this and why, it is because those learners think they are the world, because there is no real consequences for them. That has an impact on our society because that type of learner goes into the world and thinks the world owes him because he got away with

so many things already, where that hard learner, that is trying to get somewhere, you know that person goes into the world and is a fantastic person, a fantastic worker, entrepreneur, so I think the impact of school violence without, there must be real strict words for these learners because at the end of the day, I think if you go and do statistics, half of your learners that were in school causing violence is now in jail. It is just because they were left, they were, ag don't do it again, I will give you another chance, don't do it and at the end of the day our learners are getting killed, they walk the streets afraid, they are at school afraid. Why, because of a handful learners that just needs to be put on the straight path and whatever it takes.

R: I may say it to you that we, the issue of social media, what can you say about the issue of social media, in terms of the topic, itself of school violence, regarding the social media?

P: Look social media is always a very big problem. The problem is that I think it the opinions afterwards, you know, like if there were a fight and it spread onto social media, immediately the school gets blamed you know, and the school gets a bad name, but there is, and I mean that is life, that is people, they do it, they react immediately on what they see. They had no clue what went on before that, or what interventions were taken, try to help them for instance the situation but it still happened and now it is the school that is bad, or the teacher that is bad and that is even with the videos that we see that is happening in classes you know. Learners fighting with teachers, teachers fighting with learners, you always just see the video of the bad, you never know what happened before had, what led to that situation, not that I say it is a good or a bad thing, but I just think social media, it throws everything out of proportion. Completely, it is a good thing sometimes because now you can see what is going on but it is also a bad thing especially if people are just being accused without getting all of the story. Then also, I don't know, social media for our learners, sometimes it is positive, sometimes it is very negative especially if it is cyber bullying things like that. So social media has a place where it is good, but I think it is very bad, it is interpreted very bad and it is never the full story.

R: What strategies and recommendations could be made to the education authorities? Education authorities like you is a teacher, what are the strategies that you can give to educational authorities so that they must employ in the school to reduce violence and also your recommendations?

P: Well I just think because now the fact that again, it is all about the learners' rights for education, because of that, discipline is starting to face away because the school can't do anything anymore. I mean if you have late coming detention, the parents will moan. If you have any kind of detention the parents moan. You know things like that, so you are fighting a battle where you fight against the department, you fight against the parents and all that you as a school want to do is to discipline the learners and get them on the straight path. Now one of the things that we introduce this year was the police. We have three police officers I think that is on the terrain the whole time and then now and again they bring in more, where they search and things like that and that helps a lot, that really helps a lot and it is helping because they don't take nonsense. I think we are too lenient with our learners, you know all these things like a parent may not hide their child or things like that, we are giving unfortunately we are giving too much power to a person that can't think for

themselves yet. They think they can, but they can't yet. That I think any adult will say the same thing. When I was 16, I thought I knew everything. When I was 36, I understood that I was still a child at 16 but now these Learners are given so much power and I just think they must take away some of that power. We must go back to where Learners are Learners and that you get punished when you went off the road. I think the education must wake up and see that. I think they must really wake up and see that, that at this stage the learners have more power than teachers than a school, I mean if they aren't satisfied with the districts calling, they go to national you know, learners are just given too much power. I think at this stage of the game, that is why we have all these violence. Many years ago, we didn't have that, you remember those times when your parent some took you to the police station to get a hiding, I mean there were no way you will do the wrong thing. You know and nowadays the child just have too much power. They will tell that parent, you know, I will not do that end of story. What is happening, the parents are losing a battle, and the teachers are losing a battle, so I just think, yes every child has a right but it must be in context and that the education must bring back more discipline.

R: Thank you very much for your time.

NO 15

R: What does school violence mean to you?

P: School violence is when somebody hits another intentionally or two people are fighting, that is violence. Pushing somebody against an object maybe a wall or desk or whatever that is violence. That is what I define as violence.

R: What are your experiences with regard violence as the manager displayed by your learners?

P: Pushing, fighting, slapping, kicking, dragging those are the kind of things I come across which are violent.

R: How often do you experience incidents of violence in your school?

P: Almost every week, if we stay for three, four weeks without any violence we are lucky.

R: In what way do you feel personally affected by the school violence?

P: It stresses me. I get so stressed because I feel like the parents of the learners did not instil the norms and values and the proper morals in the kids and we have to like in some instances, instil those whereas we are supposed to just emphasise what was taught at home, but we deal with situations where some learners are so disrespectful to their parents, that the parents just gave up. So it really frustrates me.

R: How do you handle the effect of violent incidents in your school?

P: They are very disruptive, and they create a low morale amongst other learners and the teachers because the violence that we experience in the school, it is not only amongst learners, it also happens where either teachers become violent

towards learners because of frustration, or learner becoming violent towards teachers.

R: Being a manager in the institution, and being a teacher in a very long way dealing with the issue of learners. What kind of training is needed on managing school violence?

P: You know the, I am not sure how to put it, but you know if I need training, I will need training that is too broad, because when these kids do these things, some of them, it emanates from what is happening at home, you only pick it up when you have these kids in your school. Sometimes you need skills to just calm down the situation, but you also need skills to be able to measure or judge or pick out that this violence comes from this and comes from that and intervention, but we use a blanket approach, which is not solving the problem, because every day there is violence and contact people to come and pray for the kids but it is not working. You talk to them, it is not working.

R: What is the impact that hamper the effective teaching and learning due to school violence nationally and internationally? What do I mean by that is that this school, it is a national school, it is an international school indirectly, so there are things that hamper the effective teaching and learning due to the issue of school violence. In your answer, can you include the social media, how does it make an impact towards that?

P: Okay, let me start with the school I am not sure I will be put in the social media, but the impact you know, the moment they start fighting or the push each other around and stuff like that, if they engage in violence, the first thing, the class they are in, the lesson is disrupted. The teacher has to stop teaching, the other learners start screaming, when they start screaming, the next class hears the screaming, they move out, they join and the next thing, the whole school sometimes, everybody is out, there is so much disruption and struggle to get them back into class, and then others realise that a small fight can escalate into a very big fight. Somebody in another class will realise that somebody was trying hitting his friend, they join and then you end up with the school coming to a standstill. Then if a school comes to a standstill, for say twenty, thirty minutes, because of that, getting the kids back to be settled and focused on teaching, it is a hassle, and it is a big hurdle to jump. Oh, the social media part. You know social media, I don't have direct experience of what it does, but my suspicion is if they share information like you see other learners from another school fighting and then the kids are cheering while they were watching that, it says to them that I can do better maybe, things like that because they sometimes enjoy watching others fight, you can even see that in our school. When they fight, there are those who urge them on, they don't stop them, they just say go and go and so, if they see that on social media and they share that, it multiplies and the urging continues.

R: I think previously, in social media there is a caption that say, a learner stab another one in the very same institution. So how do you address that in terms of the teaching and learning?

P: The social media part?

R: The social media part because you have experienced that previously and it is there in the social media because that is where they give me a permission as the department go and watch this. So that when you do your things, you would have an evidence?

P: Ja.

R: So how do you address that?

P: You know, we didn't address it, I didn't think about it along those lines, because the first thing when I went to Facebook, I was conscious anyway, I was checking what is happening about the incident what happened at school. So the first comment, I came across, discouraged me, I stopped looking at the media because the parents or whoever was writing was blaming me, that I don't have discipline. My thinking was that if these kids decide to fight and kill each other without informing me, that they are going to fight and kill each other, I don't see how my responsibility comes into play but the way the message was moving, I suspect others continue to comment, either positively or negatively but I lost interest because I felt they are just going to stress me, whereas I have enough stress with the incident itself. Speaking from the way it moves, things move so quickly in a minute it spreads across the world. Then everybody has interest, everybody has something to say, everybody does whatever they want to that clip and then at the end of the day, you are just at the mercy of the world, you can't even reason with them.

R: Finally, what strategies and recommendations could be made to the education authorities?

P: The first thing, it is real security, not patrollers, the extended public works programme, it is to me, it is a way of keeping people busy and letting them have a foot on the table, because they can't, most of them are not trained, they are just picked up by the CPF, whatever criteria they use, we don't know, so they are not effective to be honest. We end up with them coming to me, to come and help them. So I end up being a better security than they are, whereas they are supposed to be securing the school. So if they get proper security that will be fine. That will also help in terms of safeguarding the school property, because if they cannot handle the two of them, they can't handle a seventeen year old learner who wants to go out by force and the learner goes out, then it means any criminal who comes, if they come there, it means it is a freeway into the school.

R: Thank you very much for your time.

P: You are welcome Sir.

NO 23

R: What do school violence mean to you?

P: Learners bringing weapons to school and using it to other learners to harm them.

R: What are your experiences with regard to school violence as a manager in school?

P: My experience is that the school violence is provoked by the community that we find ourselves in. Learners have their own grudges from home, from the communities and they bring all those grudges to the school premises and that is when now that violence break in the school premises. It emanates from where they come from and they bring all those grudges to the school and that is where we have a problem.

R: How often do you experience the incidence of violence in your school?

P: It is frequent. It is frequent in the sense that it differs that violence that can be through the usage of those weapons, or what is this, what do you call this, using the wrong language to other learners, it is also a form of violence. So it is frequent, it differs from one to the other, but it is happening frequently. Especially because the environment that the school finds itself in. It is a violence area.

R: In what way do you feel personally affected by the school violence?

P: I think I am not safe around the school because if these learners come with those weapons to school, I am no more protected, I am not safe.

R: How do you view the effect of school incidents in your school?

P: It can affect even the performance of learners, it can even affect our results. It can even contribute to absenteeism because some learners might be afraid to come to school. Afraid to be bullied by other learners.

R: I hope and I trust that you have been in a teaching fraternity for so long. You are answering about the dealing of the school violence or the violence in general. Now my question is what kind of training is needed on managing school violence?

P: I am not sure as to whether I will be able to give a concise answer on that. I think like you are saying, we were not trained how to handle violence in the school, maybe a training, what can I call it, a workshop that has several modules whereby as a teacher if you are caught up in the middle of learners who are bullying each other, what steps are you supposed to take? Because sometimes you know as teachers, you will find it difficult to intervene in one instance or the other because the law it is more favourable on learners. I am an old teacher, I will just say if maybe learners are caught fighting each other and then I shout at them and whatever, the next thing it will be said it is rebel abuse and whatever, so our hands are so tight, we do not know actually what is it that we are supposed to do and it does affect us negatively because as I said, we feel we are not safe in the school environment.

R: What is the impact that hamper the effective teaching and learning due to school violence nationally and internationally?

P: Remember there this school it is a national school and international school and also a local school. So what are the things that can hamper the effective learning and teaching, meaning includes things like social media because it is the one that can hamper the learning and teaching.

R: So can social media hamper effective learning and teaching? Because we have social media nowadays right, and social media can affect learning and teaching, in which sense or can it bring part of violence in the school, social media?

P: Ja, now I understand. You know social media it is good, it is not good. For instance they are using cell phones and then the cell phones consist of those videos that shows the other schools, the learners at the other school that are doing this act of violence to another teacher or whatever. Then through social media these learners they take that and then they want to experience, they want imitate whatever school, whatever school that is shown on the media or whatever, so social media is a, it is good and it is not good because learners they like imitating. If they see something on the video clip, that the learning was chasing an teacher and what, what and then you will find that within a very short period of time the other school are imitating exactly what was happening in that other school. That is why the whole, in the whole country there is a serious cry about violence in schools.

R: Is it only social media that can make that or are there others that can hamper the effective learning and teaching?

P: Ja, it is a difficult question. It is a serious difficult. Like I said, like I indicated at the beginning, it is good, it is not good. Advantages and disadvantages. More especially, you know in other places, maybe there is no problem, but the area that we find ourselves in, you know violence is at its highest rate. So from my side, for learning and teaching, ICT it is working, it is working when you are a teacher and you need to move with times and the worst part, this generation that we are teaching they are very good at IT, but on the other side it is being abused.

R: What strategies and recommendations could you make to the education authorities?

P: What I have realised personally, our securities are not up to standard. Meaning that we have people who are employed there at the gates to make sure that each and every person who enters the school premises is the person that they know will not bring anything that is harmful to the school, but I have realised that even if they are there, you know our school is just, you see this traffic of in and out, in and out, because it is a public institution. In and out, in and out, if they can tighten the security there by the gate, and it maybe if we can have cameras and all those things, maybe they will assist but to be honest, not only are learners affected, even us as teachers, we do not feel safe, it is only that we are working there is nothing that we can do, but we are not safe at the school grounds. Sometimes during examination when learners are not around, when they are writing, it is scary here, because they can come and say bring the cell phone, bring the keys and they have done it to other schools. So we are always scared that anything might happen to us.

R: Thank you very much for your time.

NO 26

R: What does school violence mean to you?

P: School violence to me I would say it is any action like any action that is not allowed to happen during school and around, especially fighting, sexual abuse.

R: What are your experience, with regard to violence as a manager in your school?

P: Presently our school don't have that serious violence cases but I would say we have a way of solving violence that happen at school that we will call parents, then call the SGB, the violence is very serious, but truly speaking here we don't have serious violence that they are experiencing at other schools.

R: How often do you experience incidents in the school?

P: In our school it is rare. Maybe in two weeks' time only one. So like I am saying we don't have serious violence cases in our school

R: In what way do you feel personally affected by school violence?

P: Ja us teachers we are not safe anymore. It is like we are in a jail, if you call learners to order, sometimes you can be physically abused by learners, you just have to raise up your hands. As basically as an teacher you feel you are not safe as teachers because of this happening in your schools.

R: How do you view the effect of violence incidents in the school? What is your view regarding that?

P: Ja, normally if violence is happening during school hours, during school lessons, it might be the problem of lack of preparation on the side of an teacher, I mean if it happens in the classroom while the teacher is busy. So preparation is so important, just to draw the attention of learners and during time like break, it is a question of non-supervision, we need to come up with supervision strategies to ensure that learners are safe, even teachers are safe.

R: As you have already mentioned that teachers have to be increasing, what kind of training is needed in managing school violence?

P: Training, training because as an teacher we, my duty is to teach and I think we used to have what we call adopt a cop, something like that because here we are training for the violence, the department is the one who must be responsible to ensure that we have nearby police stations around our schools, like security guards, but training for a teacher, I do not handle the balance as it comes. Like I am saying we have teachers who we are managing, we just raise up our hands, even if we can just separate the two learners, you end up being attacked.

R: What are the impact that can hamper the effect of teaching and learning in the school caused by the violence?

P: Ja, attending to the violence it is another, an extra duty for a teacher because we are supposed to teach by that time, then we have to attend to the violence. Because of violence that is taking place in the school, like I said bullying, some learners are not coming to school because of that and this will have a negative effect, on the results of the school, the performance of the school because of this extra duty that we must perform, dealing with violence instead of teaching and learning.

R: Can social media have an impact towards learning and teaching?

P: Come again?

R: Can social media have an impact dealing with the issue of learning and teaching? Let me give an example so that we must understand each other. Let's say there is a fight, like you mentioned there was once a fight in the school, teachers were not aware, everybody in the school is no aware. You saw that in the social media, can that thing have an impact towards learning and teaching?

P: Ja, for a particular school, if it is picked up by the media and the teachers, that managers are not aware of it, yes it will have a negative impact that is for the teaching and learning is concerned, ja.

R: Okay.

P: Because as teachers, as managers, you must be spot on as far as violence is concerned. So if it is happening somewhere you must be aware of it but if it is picked up by the media, I think you have a negative effect, because the media will add some spice to the news.

R: Okay. Do you allow social media to take place in your institution?

P: With regard to the violence, yes. As an individual here we do not allow it to come. Internally so calling parents of learners that we have a problem because the media like I said, it add more to their school work, it have a negative impact, lacking about admission of learners.

R: What strategies and recommendations could you make to education authorities? Strategies and recommendations that could be made to the education authorities?

P: Like I said earlier on, go back to adopting one cop and just move around during school hours, sometimes we have particular operations where they come and search these learners, because some of them they are bringing in weapons and drugs because sometimes, these drugs are the one that causing the violence. Cops to come and make some rounds during the cause of the day, then I think the problem will be solved.

R: Thank you very much for your time. We are done.

NO 26

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P: School violence?

R: Mm

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P: What?

R: What are your experience regarding the violence in the school as a manager?

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R: Thank you very much for your time. We are done.

NO 30

R: What does school violence mean to you?

P: School violence to me it is when learners are coming to school with the intentions and the hope to taught to learn but unfortunately they come across violent situations, such that this situation would interfere with their learning process of that particular learner in the school.

R: What are your experience with regard to violence as a manager in a school?

P: Violence in a school, it is an everyday thing. Almost every day there are reports in the office from the teachers about learners who are being bullied, who are being

ill-treated by other learners, whom their properties has been stolen by other learners, and as a result this thing, the teachers are the people who should sit down and try to resolve the violence, because it has the potential of building out of the school premises to the community and in that instance it becomes so huge that it is not easy to control because I am saying this because learners has been bullied, he reports to the teacher and the teacher doesn't resolve the matter to their satisfaction of the learner and as a result the learner will go home and tell the brother and brother will come and wait outside the school premises waiting for the learner who bullied his younger brother and as a result that learner may not come to school the following day or will also invite their brothers at home and that would be a war that is going to escalate to the entire community.

R: How often do you experience incidents of violence in the school?

P: Say in a day or in a week, we experience generally, I would say three to four times in a week's time.

R: In what way do you feel personally affected by the school violence?

P: It affects me when a child comes to school or comes to me to report that another child has beaten him in front of the rest of the learners, now this learner is crying and she needs the particular learner to be punished also, so that he must cry but the law doesn't allow us to punish a learner. Now what will happen is that we will call the learner who perpetrated the violence and talk to her and perhaps refer, call, give him a letter to invite the parents but the parents are in most cases are not coming and if the parents are not coming, the learner who has been bullied, will feel that if he or she has been bullied at school, nothing is happening about the person who is encouraging bullying.

R: How do you view the effect of violent incidents in the school?

P: It has very serious effects, one the learner may be afraid to come to school, two the learner may come to school just to please the parents at home because the parent would always put pressure to the learner to come to school, but the learner would come to school but would not concentrate here at school. Three, a learner would come to school and during break time his money will be taken by people who are bullying him and promising him that if he reports to the teachers, they are going to wait for him outside the school.

R: I hope and trust that you have been in a teaching fraternity for so long, and by the time that when you were trained at college level or at university level, there was no kind of a training in relation to school violence. Now my question is, **what kind of training is needed in managing the school violence?**

P: You are right to say it has been long. When I started teaching, 30 years ago, when violence is experienced at a school, people who are affected by the violence, they called the teacher and the teacher would punish the learner who is started the violence, but today, living in a new dispensation, you no longer have to punish a learner, you have to talk to a learner, you have to understand the situation of the learner from home and from home it means the family background of the learner and as a result it is not, you can understand the situation that the learner is doing this violence at school because there is violence at home, either from the brothers,

from the uncles, from the father to the mother or to the family, but now that one needs social workers to intervene, because our level of operation end here at school, if you cannot go to a particular family to go and try to address the question of violence to either the father to the family setup. So as a result schools, for schools to manage violence it would require that we must have social workers, that are full time here at school, whom will go to different houses and try to lift up the morals because we are living in an area where there is morally it is so broke that most of the learners here feel that violence is the only option to solve problems.

R: What is the impact that hamper the effective learning and teaching due to violence in the school?

P: Violence in the school, the impact it is so serious, in certain instances, we have experienced not long ago that a learner has killed a teacher, in a classroom. We have experienced instances where people are coming to the school saying they have been send by the department to come and do 1, 2, 3 and the call the teachers in to the staff room and once teachers are there, they close and take their cell phones, their watches, all their valuable items and also that thing it is a learner. Now violence it is really hampering the progress of learning, or it counter acts the conditions for conducive place for learning in an institution. When you talk of violence here in this instance, we are not only concentrating on a learner against a learner, but we talk of a violence in certain instances where the community or community members are perpetrating violence in the school, in an instance where the teacher can talk very harshly to a learner because the teacher cannot punish the learner, parents may come to school and with the weapon, with the intention of coming to hurt the teacher. So it really had a negative impact.

R: Can social media have an impact towards effective teaching and learning based on the issue of what is happening in general?

P: Ja, the social media has a huge role to play because it influence the community, the country and once the social media would report something, violence in an institution, either or in a negative way, this is going to impact negatively to the school or to the discipline of the school because after all, learners and teachers have seen this thing that has been published by the media and some of the learners will experience because they also want to be known into the media, they also wanted to make sure that their names and their schools appear on the media.

R: Remember in Gauteng, you have what you call ICT in education as one of the pillars of the MEC. How do you relate social media with the MEC's pillars, ICT in education?

P: I would say we have the positive way and the negative way, the positive way, yes we are living in a world of technology and we cannot run away from it, we must just adopt it and adjust to it, but unfortunately, we still have a challenge because the government would encourage ICT in the schools, but in the schools you will realise that you have a situation whereby the school prohibits learners coming with their cell phone in the school and there are reasons why, because they will be disturbed, learning will be disturbed by learners who are you know, doing what they are not supposed to do in the media. The same way with the government has a very good intention, but now the question is learners, are they really taking this media to be,

are they using it to the advantage or to advance their education, or are they using it to search for things that they are not supposed to search.

R: What strategies and recommendations could be made to the education authorities towards school violence?

P: Ja, I think violence should be a community thing, it shouldn't be confined to a school. We have a situation where a parent would come to school, and say this child when I talk to him or her, she doesn't respect me, and so you as a teacher do something about it. It is not about the teacher, it is not about the school, it is a community thing. Now the government must start now to engage with both the schools and the community, so that we must see, we must see this thing happening that it takes a community to really challenge it, not only the teachers, because in certain instances parents would come and say teacher kindly discipline my child, he doesn't respect me, she doesn't respect me. In certain instances when you try to advise the learners, the parents would feel that you are too harsh for their learners, so we are in a situation and always it comes to the teacher but it should be a community thing, it should not only be about the school.

R: Thank you very much for your time. We are done.

NO 34

R: What does school violence mean to you?

P: It means when other learners they become aggressive to others, sometimes it ends up hitting the others. So that way it disrupts the running of the school.

R: Okay. What are your experience with regard to violence in school as a manager?

P: Ja, I can say, it thin it is escalating at the moment because of the taking in of drug, Njape, and dagga is becoming rive, maybe because it is legalised the learners don't understand when it is legalised, what it means. It means that is no longer a drug, you can take it anywhere, maybe come and smoke it at school. So that is the main problem. Most of the learners smoke dagga, this is too problematic.

R: How often do you experience the incidence of violence in your school environment?

P: I do not understand you?

R: Often means how many times does it happen either on a weekly basis, monthly basis or quarterly basis. How often does this incident happen?

P: I cannot really say monthly or weekly but it happens a lot, but this year I didn't have a lot of violence. I think I have three cases thus far of mainly where learners are intimidating the others. We haven't, we had received one where there was a fight of some sort, you know these learners they gamble, sometimes. Then one has won the other one will want this money things like that but physical one, we didn't experience it this year, thus far.

R: In what way do you feel personally affect by the violence in school?

P: Ja it disrupts the running of the school for instance I cannot do some of the duties I am supposed to do. At times I have to postpone them to deal with violence. I have to go and meet the perpetrators, talk to the parents or the affected. So it takes my time and even learners' time because sometimes I had to go to class to find out what has happened, I think it disrupts the learning of the other learners and it also you know take time, because I also include the adopt the cop, then I will have meeting with the learners and their parents and it really takes a lot of time. It really disrupts the running of the school at times.

R: How do you view the effect of violent incidents in your school?

P: You know I will say, this year maybe it is because at the beginning, we did not have much effect of violence but we have some intimidation where learners says they will meet him outside and things like that and then I means I have to intervene. I can't leave it to go outside but really this year it is a bit low than what we experienced last year. It mainly affects the grade 10s. I don't know, maybe because they were from a primary, they are coming to secondary but my main, main problem is with the grade 10s. Maybe they still want to adjust or they think they are now bigger because they are now at the secondary school, but I don't have it in grade 12, grade 11 but 10. Most of my cases are in grade 10.

R: Okay. I now and I understand that you have been a teacher for long and by the time when you go for training either at University or College level, there was nothing that was said by the issue of violence in the school by that time. My question is what kind of training is needed on managing school violence?

P: Ja, you know I think the main thing will be to educate, if the teachers can be educated on you know, kerbing violence, maybe in a way how teachers should address learners in order to you know make them understand what violence is and then so that they refrain from becoming violent. If we can have teachers be trained on that aspect and also the procedure on how to go about it, how to solve such a case and also the affected, how do we deal with this learner who is affected. That is the problem. For instance I had a case where there is a learner who said that when writing his classwork, more especially homework, the learner will say, give me your work and then copy from that learner. You see, it is also violence because when she refuses this other one threatens her. So those are the cases we need to know how to handle them. How to ensure that the perpetrator is made to deceive from doing that and also to ensure that the one who is affected can be taken good care for and they be assisted psychological.

R: What is the impact that can hamper the effective learning and teaching due to school violence?

P: First absenteeism. You know a learner who is threatened with violence might decide not to come to school. Also when the learner is at school, cannot concentrate because he is afraid of is going to happen. So I think it disrupts the teaching and learning a lot, the learner doesn't become relaxed in class. You know no 1 in the violence, other learners tend to take others money and then you will find that learners got nothing to eat during break, so it really affects the learners.

R: Does social media have an impact towards the issue of learning and teaching due to school violence?

P: Ja it can happen. You know sometimes you will find these learners, I don't know if may be they understand what they are doing, but if may in social media they can see the repercussions of violence of hurting other learners, what it can cause, then they might stop doing that. Also probably it can also give defensive mechanism to the victims so that they can know what, because sometimes you will find that there is a case where you get aid from the parents, that my child doesn't want to come to school because of so and so. The learner did not follow the proper channel, instead of either going to the RCM, the executive and then the executive will escalate to the TLO, the TLO will media if he doesn't assist, you know come to you. They don't do that, they go and tell their parents and the parents does nothing. He just stays with the information. Now when it is late, it is when he says my child didn't want to come to school because of this and this, which means that you do not know.

R: How do you relate provision of social media with the pillar of ICT in education due to violence in the schools?

P: Certain schools, you know it is a good tool but it also has its repercussions where you will find that learners have got now the tool to go and google other things which are not there. They go and see for instance, other learners bullying other learners and then they copy what they are doing. So that is something where I think we shall try and nip it in the butt and make sure that they don't take bad things from social media but only go for good things. For instance look at the incidents which are viral, where a learner is attacking a teacher you know, when other see, others can see this affect them, but others will love to imitate, maybe I want to appear in social media doing this. So it is really bad because they both good and bad thing and there is no one to guide them. They just look at it and then they think it is good thing to do.

R: What strategies and recommendations could you motivate to the education authorities due to school violence?

P: you know I think we should have probably more patrollers at school. Because most of the time when the school is running, teachers are in class, you know everyone is busy. It becomes difficult to see what these learners are doing when the go to the toilets, so if we can have more patrollers, that can assist. I think there was one system which was used while I was at ... We had some metro police, I don't know whether they were trainees, they were send to schools and you see, just when learners see the uniform, they start behaving. So if it is possible to have maybe one or two police around schools, because we have adopt the cop, but it is not the school, we call her and she is assigned to maybe three, four schools. Sometimes when you need her, the other school needs her, or sometime you call her and she will say I am at an emergency. So they are not really based on the school. Let's say if they are assigned adopt a cop, maybe two, three four schools. This person should not be engaged in other activities do you understand, solving cases rather than those of the school. Therefore she will have more time, when we engage her she will come and have time to sit with us, solve the problem, address learners because she will have few, but now our adopt a cop, she will tell you she is at the roadblock,

that is the time when you need her the most. So we need police visiting. If she can be around to move around these assigned schools. I think that can assist and another part I have been fighting for many years, if you can have a psychologist, if schools can have psychologists. We as teachers we don't have much time, sometimes when we look at a child, I will give an example, we have one boy, who last year, he was violent all the time and he will be fighting with this learner, doing this, I managed to gain the assistance of a social worker. You know the social worker attacked this differently from how I usually treat him, because I look at him, what the child has done, I just look at the case in hand, but the person got to know even the background of the learner and it helped a lot because she found out that the learner's father was beaten his mother in front of them. So this child adopted this act and he was also doing this to girls at school. So you see there was an underlying factor which we good not detect but I think if we can, even if it is not a social worker based at one school, many cluster schools have four schools and then we have one social worker who can rotate among these schools. You see if Monday maybe is school A, Tuesday school B, it is not at our school. We can be able to go to her and say him or her and say we have this child, because he will be dealing with only those aspects. I think that can help because they understand the mind of these youngsters and I think they can assist.

R: Okay, we have come to the end. Thank you.

NO 35

R: What does school violence mean to you?

P: School violence to me means any interruptions, physically, and verbally that can disturb the smooth running of the school.

R: What are your experiences with regard to violence as a manager that is displayed by your learners?

P: What experiences I, not much, I've experienced in the past and then a learner was just stabbed with a scissor and I had to take him to the clinic but that was nothing major and both learners explained, what I can say, they said to me as the manager that it was an accident, that they were playing. Remember that a scissor is one, is a dangerous weapon, but it is also a learner support material that they use to cut some papers when they are doing projects.

R: How often do you experience incidents of violence in the school?

P: Not so much of it. I can experience one in a year.

R: Okay. In what way do you feel personally affected by school violence?

P: As an emotional person, sometimes it becomes touchy to me. Like for example the one that I have already indicated when the learner was stabbed with the scissor, it was touchy as a vulnerable person because I don't like violence at all. I discredit that.

R: How do you view the effect of violence incidents in your school?

P: The effect of violence in schools it will mean other learners will have to bunk school in fear of the bully ones and remember that violence can be dangerous because it can engage into gang fighting. That is why we have adopt a cop who visits on regularly basis, like last year we had an interview with, can I mention a name, it is Mr Mokgaba, who has adopted our school, he set up an appointment with us to meet with the SGB. He is going through dealing with bullying and violence.

R: I hope and I trust that you have been in the teaching field for so long. By the time when you go to either college or university, there were no training about violence in schools. Now my question is, what kind of training is needed on managing school violence?

P: In that case, I must correct you because I have done creative arts as one of my major subjects. In creative arts we were dealing with moral ethics, we were dealing with, so we were dealing with moral ethics, we were dealing with norms, we are dealing with respect, self-esteem and then we also have the subject called education in college. I think college is where you get the basic of being able to deal with this kind of things when you start to grow or when you come into the real school teaching field situation, but when you grow and you start engaging yourself in, with different kind of people, you gain experience from elsewhere whereby for example, I have a friend who is teaching at Rustenburg. It is a farm school whereby the used to play with knives. He used to workshop me, because he experienced those instances more often than myself. So I think being a friend to that teacher has taught me much so that I can be able to deal with the situations at my school.

R: Here the question is basically what kind of experience do we need in managing the school violence, so that when you do the recommendation you can say the training based on what, so what kind of training is needed on managing school violence?

P: I think workshop has to be conducted, especially on topics like bullying, the fighting between the learners, the gang, what do you call them, these gangs, gansterism. If you can be able to do workshop on bullying, gangsterism and this fighting and obviously the use of drug abuse, you can be able to manage these things ourselves at the school level. Proper training on that.

R: What is the impact that can hamper the effective learning and teaching in schools due to violence?

P: The impact that can affect the school in teaching and learning is when these learners has resorted in gangsterism. Remember gangsterism would not be only part of the learners, they will also need people from outside, who will wait at the gate and try to harm these learners, so there will be no schooling at all, because those learners will be afraid to come to school because you know that somebody who is more experienced in bullying and fighting is waiting for them at the gate of the school. So there won't be any learning, effective learning and teaching, it can go to that stage of gangsterism.

R: Can social media hamper the effective learning and teaching in school due to violence that is viral?

P: It can both positively and negatively, because sometimes when these learners experience something on, let's say on TV, or something that has been recorded on a smart phone, some of them, earlier I have mentioned norms and values and respect, will take it as a warning, to say this is very wrong, it must not be implemented, or one must to exercise that particular violence. Others will see it as being, that person being a super star, as being a person who is a start, negatively the role model to them, because that person have may be holding a gun, intimidating a teacher or learner, so others will think that is the way of life, the way of living. They will like to practice that. That is why I am saying both negatively and positively.

R: There is one pillar which is called ICT in education that is pillar no 6. Which deals with ICT in education. So how does the social media relate to ICT in schools in terms of the issue of violence?

P: I think in the pillar that you are referring to, pillar no 6. Is the pillar that I was recently interviewed in one of the posts that I had. Basically it is the very key pillar, no 6, because that is what the MEC is emphasising. On school level, it deals with smart boards, I just want to unfold this pillar. It deals with smart boards, where there are books inside the smart boards, whereby learners can, you see, smart boards has got smart pictures that is why it is called smart boards and it attracts the learning and the interest for learning for this learners. Now ICT like I have indicated earlier, it may have a positive impact, positive impact meaning what I have just alluded to the fact that it may affect the learners positively or negatively, but I think we are living in changing times. We cannot do without technology. You see, because I was very amazed or surprised one day somebody said to me, I am doing food technology, and I was, what is food technology? So technology is everywhere, so I think technology will be the key too that can help the schools, more especially in implementing policy. Through ICT and social media, like I have already said, we are living in changing times, we become more advanced technology wise. Our school is now SOS, school of specialisation it is because of technology and ICT and that I have already mentioned social media. You get exposed through social media.

R: What strategies and recommendations could be made to education authorities due to school violence?

P: I think one of the strategies that they can do, is instead of having patrollers, that are not trained, that are not carrying any weapons that they can defend themselves with, especially when they are working during the night. I think the best way is to take this young metro police learners who are roaming around this highways and put them in place into the schools, because they are trained, they are law enforcement trained personnel. To come to school to guard us against this violence and bullying, I think that it will work, because now you call the police from our nearest police station, if you've got a problem, they will say, we've got the van but we also attending training, we will come to you later. You see, but if you can have permanent visibility of trained personnel, law enforcement personnel, I think 90% of this bullying and violence will seize and we will have peace and we will have the correct, and they must also have the correct measures because they are well equipped, they are well trained and then we will also peace of mind and then the school will run smooth, because the school is a place of learning and we expect 100% learning and teaching and if we know that our, the safety of the learners, the safety of the teachers is

guaranteed, then the school will smooth and we will instead of this 99% that we acquired, I think we can get 100% because is our school is sitting at 99%.

R: Thank you very much for you time. We are done with the interview.

NO 37

R: What does school violence mean to you?

P: School violence means it is violence between a learner and an teacher, or between a learner and a learner, that is what I called violence.

R: What are your experiences with regard to violence in school as a manager?

P: Repeat your question?

R: What are your experiences with regard to school violence as a manager in the school?

P: Ja, since the new constitution of South Africa, actually each and every day there is violence in the school because of learners of not respecting their teachers actually. They know that nothing will happen to them. So they just take action anytime they want, so actually there is no respect in terms of learners. So violence takes place each and every day in a form of bullying other learners.

R: How often do you experience incidents of violence in your school?

P: On a daily basis.

R: In what way do you feel personally affected by the school violence?

P: Ja, I actually feel that, sometimes I feel that I must the system, because I am not protected actually by the department's policy.

R: How do you view the effect of violent incidents in your school?

P: Ja, it is actually affected education a lot, the learning environment is no more conducive to learning, teaching and learning is no more taking place as it is supposed to because of violence.

R: I hope and I trust that you have been in a teaching fraternity for so long? What kind of training is needed to assist in managing the school violence? What kind of training do you think?

P: So I think the training that we need is implementing the disciplinary procedures and also implementing them because actually for now there is no document which guide us as to how do we discipline learners when they are out of order or violence.

R: What is the impact that hampers the effective learning and teaching due to school violence?

P: There is always destruction of classes.

R: How can social media have an impact in hampering the effective teaching and learning due to violence?

P: No I don't think social media should take any part in these things in my view.

R: But in many occasions you see those things on social media, so how do you view it. Does it affect learning and teaching when it is happening in your school?

P: Yes, it does.

R: How?

P: When people see, when especially learners, when learners see violence in one of the schools, they also want to implement it instead of, ja actually they want to see it happening in their school because they saw it happening in another school, for instance if they saw a learner is stabbing an teacher in one for the schools, they also want to do the same thing. They take it, that thing as a role models.

R: How do you relate the issue of social media to pillar no 6 of ICT in education due to violence? Remember pillar no 6, ICT in education?

P: Yes, I know there is. Ja, like I said instead so that impacting positively to learners it is impacting negatively because actually learners are trying to do what they saw in social media. They want to implement what they saw in social media, so in a way it is impacting negatively, instead of positively.

R: What strategies and recommendations could you make to education authorities due to school violence?

P: I think they should provide safety measures to schools in a form of safety and security. So that we as teachers, our job is just to teach, but there must be other people who would be working in terms of safety and security. This is what I think the department should do.

R: Thank you very much. We are done with the interview.

NO 46

R: What does school violence mean to you?

P: Where I think it is violence, it is when learners are not treating each other accordingly, using aggressive words, using fighting, I think that is what violence.

R: What are your experiences with regard to violence as a manager in the school?

P: We have a high rate of violence in our school. Especially during break because learners are scattered, so you will find that some are the other side of the buildings, and then they mostly it is fighting worse, are fighting to each other. They fight a lot, fighting is the problem. It seems as if they, we also having gangs, there are gangs in the school. We had two, the gangs, we also have gangs in the school.

R: How often do you experience the incidents of violence in your school?

P: Almost every day. Almost every day because every day we have a case, fighting, arguing, we have almost every day, almost every day that is the truth.

R: In what way do you feel personally affected by the school violence?

P: I feel that teachers are also affected by this violence because sometimes they bring objects like knives. Learners, the learners and then you can imagine as an teacher trying to split learners who are fighting having this, you can be in a problem.

R: How do you view the effect of school, violent incidents in your school?

P: How do I view?

R: How do you view the effect of violence incidents in your school?

P: Obviously we have the negative effect, the effect will be negative. It can't be positive with regard to violence. So we had an incident in our school whereby we find, there was this girl who was bullied, it is also a violence, bullied by this boy who is 18, doing grade 8. So this girl, this learner was saying that she does not even want to attend the school anymore. She wanted to transfer so not only the learners are having a problem, even the teachers because we don't feel safe when we go to classes. We don't know what, how to reprimand learners because sometimes you will find that the learner will say the way you are talking to me, I don't like it, so we don't know exactly what to do about this.

R: I hope and I trust that you have been a teacher for so long. By the time when you went to college or universities, you were not trained about the issue of school violence. Now basically my question is **what kind of training is needed on managing school violence?**

P: I think teachers were trained to be teachers, according to my opinion, I think if maybe the department will help us, they can employ more young women and men who are unemployed, train them to be like policemen and they deploy each and every school must have two or one, a police officer who stations at the schools, because really if they can train us, we are going to spend more time trying to solve the problems of these learners and then the learners will suffer at school, at the classes. So let there be people who are specifically trained for violence and come and help at school and then let teachers do their work of teaching.

R: What is an impact that hampers the effective teaching and learning due to school violence?

P: Like I said, you know we are having the SBST, committee, in the office doing what, cases, we have to call the police, and then learning and teaching suffers. Teachers are not doing, their core duty of teaching. They are at the principal's office with the principal, sometimes we have to call the police to come and help so really, teaching and learning suffers.

R: How can social media have an impact in hampering the effective learning and teaching due to school violence?

P: How can the media?

R: Social media?

P: Social media like the internet and what, what?

R: Social media in terms of, I just want to give you an example. Maybe capture something or school violence, and take it from there?

P: Ja, ja, even the social media and then you know sometimes you will find that this the WhatsApp, the what, what that are distributed whereby you will find that an learner, the learners are fighting or the learner is fighting the teacher and then, or sometimes whereby you will find that the teacher, like the recent one, has slapped that learner then other social medias they will post their views and say, the teacher has violated, has provoked the learner, so this learner they know that they are protected and then there is nothing that can be done to them and definitely nothing is happening to this learners, whatever they do, they will say, the school must see to it that they make sure that this learner attend school, we come up with remedies or strategies to help the learners, so the media also it does have an huge impact because they see that, as in other school the learner is able to slap the teacher or do whatever to the teacher and nothing is happening to that learner. So it is culture that learners they can abuse the teachers and the teachers they don't have the right to do anything to the learners.

R: So how do you relate that pillar no 6, ICT in education towards school violence? What is the relationship?

P: Eish, that is difficult to answer. Let me just, you say ICT on this side, the learners are on that side, and they need to meet somewhere with that. How do this one relate to this one so that it must be functional? Or what is it that is happening on this side, and that is having a negative or a positive impact towards the pillar of ICT in education? Okay. Let me put it in a small way. You have smart boards in your school. No 1 to you they are effective. Now what I wanted to know from you, does this pillar ICT in education, that is implemented in schools, No 1 does it brings effectiveness you're your school, does it yield good results, does the learners use it in the correct way or in a bad way, that is why I need pillar no 6 and the use of ICT?

Okay let me start by saying this, ICT it is a good thing, because we have to embrace change, we have to embrace change but sometimes you will find that the smart boards are not working, they are not working, we don't have the white boards, that we can use temporarily then we are still waiting for the technicians and then again the learners are not using this ICT in the correct way. Sometimes they come up with their things from at home, during they break they install the pornography I the ICT you keep on cleaning them and cleaning them and cleaning them, sometimes when the teachers are going to the workshop, some of them are unattended, because they are the workshops, you will find the classes so quiet, when you get inside, they are watching a movie, sometimes you get inside there is pornography, so very, very horrible movies. Then the other day they did it deliberately. They just left the pornography, the smart board, meaning that the GEs are going to come in and lock the classes and then they lock classes, horrible ones, so we don't know what to do. Whereas it is a good thing, it will be paperless as times goes on, but for now, I don't know what can be done in order to instil what you call, what can I say, so that they can be they can use them in an effective way, the learners they must know that

these things are not meant for 1, 2, 3, they are only meant for education. I don't know what can be done. So that they can responsible young adults.

R: What strategies and recommendations could be made to the education authorities due to violence?

P: Parents should be workshopped about violence. And then the department must help us really, we need people who can help us, like the social workers, sometimes you will find that learners are fighting because of other things from home, so maybe if we can have the social workers, at school, one policeman at school, I think it will work.

R: Thank you very much for your time. We are done with the interview.

NO 46

R: What does school violence mean to you?

P: Where I think it is violence, it is when learners are not treating each other accordingly, using aggressive words, using fighting, I think that is what violence.

R: What are your experiences with regard to violence as a manager in the school?

P: We have a high rate of violence in our school. Especially during break because learners are scattered, so you will find that some are the other side of the buildings, and then they mostly it is fighting worse, are fighting to each other. They fight a lot, fighting is the problem. It seems as if they, we also having gangs, there are gangs in the school. We had two, the gangs, we also have gangs in the school.

R: How often do you experience the incidents of violence in your school?

P: Almost every day. Almost every day because every day we have a case, fighting, arguing, we have almost every day, almost every day that is the truth.

R: In what way do you feel personally affected by the school violence?

P: I feel that teachers are also affected by this violence because sometimes they bring objects like knives. Learners, the learners and then you can imagine as an teacher trying to split learners who are fighting having this, you can be in a problem.

R: How do you view the effect of school, violent incidents in your school?

P: Obviously we have the negative effect, the effect will be negative. It can't be positive with regard to violence. So we had an incident in our school whereby we find, there was this girl who was bullied, it is also a violence, bullied by this boy who is 18, doing grade 8. So this girl, this learner was saying that she does not even want to attend the school anymore. She wanted to transfer so not only the learners are having a problem, even the teachers because we don't feel safe when we go to classes. We don't know what, how to reprimand learners because sometimes you will find that the learner will say the way you are talking to me, I don't like it, and so we don't know exactly what to do about this.

R: I hope and I trust that you have been a teacher for so long. By the time when you went to college or universities, you were not trained about the issue of school violence. Now basically my question is **what kind of training is needed on managing school violence?**

P: I think teachers were trained to be teachers, according to my opinion, I think if maybe the department will help us, they can employ more young women and men who are unemployed, train them to be like policemen and they deploy each and every school must have two or one, a police officer who stations at the schools, because really if they can train us, we are going to spend more time trying to solve the problems of these learners and then the learners will suffer at school, at the classes. So let there be people who are specifically trained for violence and come and help at school and then let teachers do their work of teaching.

R: What is an impact that hampers the effective teaching and learning due to school violence?

P: Like I said, you know we are having the SBST, committee, in the office doing what, cases, we have to call the police, and then learning and teaching suffers. Teachers are not doing, their core duty of teaching. They are at the principal's office with the principal, sometimes we have to call the police to come and help so really, teaching and learning suffers.

R: How can social media have an impact in hampering the effective learning and teaching due to school violence?

P: Social media like the internet and what, what?

R: Social media in terms of, I just want to give you an example. Maybe capture something or school violence, and take it from there?

P: Ja, ja, even the social media and then you know sometimes you will find that this the WhatsApp, the what, what that are distributed whereby you will find that an learner, the learners are fighting or the learner is fighting the teacher and then, or sometimes whereby you will find that the teacher, like the recent one, has slapped that learner then other social medias they will post their views and say, the teacher has violated, has provoked the learner, so this learner they know that they are protected and then there is nothing that can be done to them and definitely nothing is happening to this learners, whatever they do, they will say, the school must see to it that they make sure that this learner attend school, we come up with remedies or strategies to help the learners, so the media also it does have an huge impact because they see that, ah in other school the learner is able to slap the teacher or do whatever to the teacher and nothing is happening to that learner. So it is culture that learners they can abuse the teachers and the teachers they don't have the right to do anything to the learners.

R: How do you relate pillar no 6 of ICT for education towards school violence?

P: ICT, Okay.

R: So how do you relate that pillar no 6, ICT in education towards school violence?

P: Eish, that is difficult to answer.

R: Let me just, you say ICT on this side, the learners are on that side, and they need to meet somewhere with that. How do this one relate to this one so that it must be functional? Or what is it that is happening on this side, and that is having a negative or a positive impact towards the pillar of ICT in education?

P: What can I say?

R: Okay. Let me put it in a small way. You have smart boards in your school. No 1 to you they are effective. Now what I wanted to know from you, does this pillar ICT in education, that is implemented in schools, No 1 does it brings effectiveness you're your school, does it yield good results, does the learners use it in the correct way or in a bad way, that is why I need pillar no 6 and the use of ICT?

P: Okay let me start by saying this, ICT it is a good thing, because we have to embrace change, we have to embrace change but sometimes you will find that the smart boards are not working, they are not working, we don't have the white boards, that we can use temporarily then we are still waiting for the technicians and then again the learners are not using this ICT in the correct way. Sometimes they come up with their things from at home, during they break they install the pornography I the ICT you keep on cleaning them and cleaning them and cleaning them, sometimes when the teachers are going to the workshop, some of them are unattended, because they are the workshops, you will find the classes so quiet, when you get inside, they are watching a movie, sometimes you get inside there is pornography, so very, very horrible movies. Then the other day they did it deliberately. They just left the pornography, the smart board, meaning that the GEs are going to come in and lock the classes and then they lock classes, horrible ones, so we don't know what to do. Whereas it is a good thing, it will be paperless as times goes on, but for now, I don't know what can be done in order to instil what you call, what can I say, so that they can be they can use them in an effective way, the learners they must know that these things are not meant for 1, 2, 3, they are only meant for education. I don't know what can be done. So that they can responsible young adults.

R: What strategies and recommendations could be made to the education authorities due to violence?

P: Step no 1, parents should be workshopped about violence. And then the department must help us really, we need people who can help us, who can like the social workers, sometimes you will find that learners are fighting because of other things from home, so maybe if we can have the social workers, at school, one policeman at school, I think it will work.

R: Thank you very much for your time. We are done with the interview.

NO 49

R: What does school violence mean to you? The meaning of school violence?

P: It can mean a lot of things. The fighting inside the school yard, the fighting outside the school yard which come inside the school yard. Also from home, and then violation of the rights of learners also, it falls under school violence and also violation of the teachers' rights, something like that, can be classified under school violence.

R: What are your experience with regard to school violence as a manager in the institution?

P: School violence has a lot of negative impact on our education because in most cases if there is violence at home, when the child come inside the school yard, some of the learners will practice whatever they are learning from home to bring it here, so bullying of learners it will start there. The other one who experienced a lot of violence at home, bully other learners here, or because at home you do not have the same, then you practice it here. The same applies maybe to teachers. If a teacher is having some violence at home, it is possible that he can also practice that on top of the learners, or other workers, towards the other workers.

R: How often do you experience the incidence of violence in the school?

P: Not that much, but usually the violence which we experience is the one of bullying, the younger bullying, I mean the older boys bullying the younger boys. Also the girls the younger one, the older one bullying the younger ones. And again those people who are around, they wait for the learners as they come to school, search their books, just here on the gate, they can also search the learners, try to take their cell phones, money and also those things. Even coming into school also, nowadays it is no longer safe because when the learners are inside their transport, some may try to attack them also inside the transport.

R: In what way do you feel personally affected by school violence?

P: Now even when we wake up from home coming to work, you are just praying am I going to be safe today because we have incidents of people coming outside, are taking teachers inside the school yard, the learner will call the parent at home and the boys have attacked him, directly talk to the parent with the cell phone then you just see a parent coming in fuming, so it is very difficult. We are also afraid for our lives actually.

R: How do you view the effect of violence incidents in the school?

P: I can say they are very negative because those incidents obviously affect everyone in the school. You become so traumatised also the learners. So it effective teaching and learning will obviously be affected as of this violence.

R: in your own view, what kind of training is needed on managing violence in schools?

P: I think training can start also from home with the parents. If you call parents meetings, try to train them on how to combat things like bullying, maybe teach these learners from home to say bullying is not allowed. Then also here at school to teach learners and also teachers to receive those training on how to protect maybe ourselves.

R: What is the impact that hampers the effective teaching and learning due to school violence?

P: It is affected a lot. Like I am saying if you are traumatised it will be difficult to conduct maybe learning and teaching, I won't be possible for it.

R: How can social media hamper the effective learning and teaching in the institution due to violence?

P: Usually those things which are showing in the social media, they do affect because the learners will share violent act in one school, one learner attacking the other learner or the teacher, then the same thing that learner, some learners would come and practice them here at school. Things that they are seeing on social media. Some of them really come and practice them. So it does affect us.

R: If I may ask a simple question. Do you know all the pillars, the MECs pillars in Gauteng?

P: Some of them.

R: Now we are going to talk about pillar no 6. Pillar no 6 it deals with ICT in education. Now how do you relate pillar no 6 with school violence?

P: ICT?

R: Yes.

P: I think in a way it has its negative consequences and also the positive side. ICT will be very good if learners will use it in a correct way, like when send them to check some google website to help with their education or their work related in class. Also now they see the textbook can also be viewed inside the classroom, using the ICT method, but there is another negative impact which we can experience like I am saying now going to a wrong website sharing some violent stuff inside that website instead of doing things which are supposed to be done.

R: What strategies and recommendations could be made to education authorities due to school violence?

P: I think if we have money, all the schools will be well secured. We should maybe have armed security at schools. Things like those cameras, they can also help. Our patrollers are just patrollers, they don't even have the maybe some arms, they are just patrollers, like I am saying a patroller is just to be around the fence and check. So if the schools can be well secured, maybe even if they don't go inside the school yard, meaning that we are safe, because right now we are no longer safe.

R: Thank you very much for your time.

NO 51

R: What does the school violence mean to you?

P: School violence. Is not the violence that has been causes, anything maybe that is been caused by the learners or the way the learners are behaving differently in a

school, in a manner in which. It is not acceptable. As a result maybe they might cause something like violence that is the way that I understand it.

R: What are your experiences with regard to violence as a manager in an institution, I mean the school.

P: My experience is that it disrupts the school, more especially teaching and learning, because most of the time that a teacher, most of the time teachers has to manage violence more than teaching inside the class, for an example sometimes you may find that you are teaching inside the class and others are starting to fight at the back and as a result they are no more to concentrate in what you are doing. They said you are going to concentrate on those two and at the end everything will be disrupted. So in short, experience is that it just disrupted the whole process of teaching and learning inside the class.

R: How often do you experience the incidents of violence in school?

P: Not so much. Not so much. In a week, maybe three, two to three, not so much.

R: In what way do you think personally affected by the violence in school?

P: I do because sometimes you may find that it is affecting me as a teacher, maybe even being afraid of saying, maybe this learner is my harmer as an teacher, I might be harmed by the situation because sometimes they are fighting inside the class and I have to be in the middle of everything because they are hurting one another. So as a teacher you have to be involved like you know separating them if they are violently. So that thing is going to affect me a lot as a teacher because not only my body is going to be affected, but also psychologically. How am I going to go in that kind of a class, knowing that such thing might erupt inside the class, and what about my life. So it is affecting me a lot because you know as teachers, we are experiencing so many things and that is why we are even afraid of our lives sometimes.

R: How do you view the effect of violence incidents in the school?

P: Negatively so. Maybe I am right in answering your answer, your question, because the effect is that you know sometimes negatively so. It might have a negative impact towards the whole situation. More especially the learners inside the class, how are they going to concentrate if maybe they know such kind of that thing might happen, more especially in our school, we are having this learners who are above their age and as a result we cannot control them, imagine if they are just in the same class with learners lower than them. Obviously those learners who are above age, are going to overpower those ones, so it is not good at all.

R: I hope and I trust that you have been a teacher for so long, by the time when you were at college or at the university, there were nothing in their curriculum that speaks about the issue of violence in schools ?

P: Ja, there was nothing at all, because even when I started teaching, I had such an experience of saying, what is it that maybe I can do if learners are doing such kind of a thing. Maybe even the policy itself does not say what is it that we can do with such learners if they are behaving so violently. It is a problem to us as teachers, because even the law, even the policies from the department of education does not

cover such kind of a thing, even if we take some steps at the end you may find that you know we have done something that maybe the government won't take it.

R: What kind of a training do you think is needed on managing violence?

P: Hey, it is difficult, I cannot say. I really cannot say. You know in our school I think we need to have parents to be involved in teaching their learners on how to behave themselves in a school environment. Like for an example last year we used to have an adopted cop, normally when we have such, maybe such violence in the school, we used to call that kind of a person, such kind of a person, together with the social worker. There was a book whereby we used to write these learners, maybe we record them and then we were saying to them, at least you say to them, if maybe we are going to record you for the second time, we are going to take you to the police station. In that manner, because they know that they are being registered in that kind of a book, you know it was, things just started to be at least normal, even though I cannot say it was, but it used to be a little bit better because they knew that if maybe they are going to do something that is not according to the way the school is looking at. They are going to be inside the book and they used to have at least a little bit off, life was a little bit easier. More especially these guys who like to bully others, you know we dealt with them in that way. So it was a little bit better.

R: What is the impact that hampers the effective learning and teaching due to violence?

P: I have already said, immediately when they are fighting inside the class, obviously teaching and learning is going to be affected, as a teacher you are not going to be effective. As learners they are not going to listen inside the class, because they will be afraid of what is happening, immediately there is a fight inside the class, if there is violence, even if at home, when there is violence at home, Learners are starting to be afraid. They won't have trust in any of you being parents inside the house, so say what is happening in the class, immediately if there is violence inside the class, remember the learners who are just concentrating, what is it that are going to happen to them? They are going to be affected negatively so.

R: How can social media have an impact in hampering the effective learning and teaching in the school?

P: It does because most of the learners, when they started to see such kind of a thing in the media, they want to experiment that, even themselves. So immediately when they come to class, they are going to do the same to see what is it that can be done about them and you know, it have done a lot of damage, there is so much violence that have been shown in the social media and learners are experimenting. They wanted to see what is that maybe they wanted to feel, I don't know how can I put it? Because they have seen something of such kind, they wanted to experiment that. Immediately when they started to do that, remember it is affecting teaching and learning, and what about the learners who are concentrating? So social media according to myself, eish it does, it has hampered a lot of things in teaching and learning.

R: How do you relate pillar no 6, you know pillar no 6. How do you relate pillar no 6 of ICT in education towards school violence? What is the relationship, how do you relate it?

R: Yes, you know pillar no 6, it is the MECs pillars, is the one that deals with ICT in education. Now how do you relate that with school violence?

P: To me I don't see an ICT as having so much violence because most of the things that are being done in that, the ones that I am using, because we are having the smart board inside the class, I don't know if you are familiar to that and it has a lot of things inside. To me it helps a lot of the learners because most of the learners, in most of the times, when I go to class, they are not watching the violent inside the media, but what is it that they are watching? They are watching the things that are helping themselves, more especially the text books and sometimes there are some of the educational programmes that are being in there. I remember last week, I went to one class, and it was so quiet. I wanted to see what was happening inside, then I just opened it and I found that the learners were practising mathematics, using the same media. So to me if it is being used right, you know there is nothing that is going to hamper their teaching and learning and it does not bring violence, even, only if it is done accordingly.

R: What strategies and recommendations could be made to education authorities due to school violence?

P: I think they need to put the police inside the school. Adopt a cop. Each and every time they must come and check what is happening and you know these learners, if they see a police, policeman or maybe a social worker, that will come and monitor each and every week to come and talk with these learners, maybe it will help because teachers alone cannot do that. Some of these learners they are not even afraid of us, because every time they are with us, they think we are their friends. So immediately if they see somebody and they know what is going to happen about them, maybe they will change their behaviour.

R: Thank you very much for your time.

NO 55

R: What does the school violence mean to you?

P: According to me violence is when a person is violating the rules and regulations which are put by the school then a child just decide to do something opposite or against what the school has given to them.

R: What are your experiences with regard to school violence as a school manager displayed by your learner?

P: Ja, violence right now as a school manager, I think the learners we have right now, they because of technology they think they know everything then violence, that is why even at school you will tell them that don't do drugs, they do the opposite and then as we speak here at school, we are facing a lot of things learners are just violating all the rules, left and right then they know that no there is what we call their

rights. They've got too much rights which can defend them because they know that the schools are not punishing them, they are not, especially coming to the issue of corporal punishment, therefore the violence it becomes high because they just respect the individuals' rights but other people's rights they don't respect at all, yes, with the school because we give them and discuss with them but they don't mind, they continue to fight, do drugs and do all that is what against the policy of the school.

R: How often do you experience incidents of violence in your school environment?

P: Violence which we are experiencing right now, it is mainly those on drugs which we experiences usually. I will say more or less in a week, becomes twice, thrice whereby maybe most of the groups are fighting in the toilet because of somebody had stolen his drugs or somebody is not paying his drugs, something like that, therefore the violence then stuff there in the toilets. Or maybe they were gambling and then through their gambling then, I am saying sometimes the homework it will be quiet, then the following week you will find it once, twice, it is just irregular but we are regularly experiencing it.

R: In what way do you feel personally affected by school violence?

P: I will say that no, we no longer trust each other because like in our case, our fence is not up to scratch it has some holes, here and there and then you will find people, or the neighbours or the community is just trespassing the school. Then at any day, any time you don't trust anything, you know that as they passing through, we don't know their mission, the mission can be they are here maybe to vandalise or they are here to cause violence, therefore we feel as teachers and as principal or as a school together with the learners, we are not really protected at all.

R: How do you view the effect of violence in incidents in your school?

P: As an individual I can figure that maybe, though we are trying as a school with our rules and regulations, which we have, but the attitude which is in the learners and the attitude which is with the parents, I feel that no, it is just escalating, then as you listen to the news, they fear violence continuously, then you could feel that outside it is bad then even in schools, which at the end affect us in a way to say, you know teaching is no longer interested because the learners are no longer listening to us. They feel that their rights are better than all what is happening here, then I feel very strongly that we are really, really affected as teachers, as principals also the learners listen to the recent news whereby other people just came to school just to break after that guns all over the show, then which is part of violence and that is really affecting. Look at MEC was saying let the school close because learners were affected, management right now, our brothers or learners we here, we no longer trust them. Neighbours we don't trust them, community we don't trust them because the violence is just starting anywhere, because even the learners they are bullies, then they belong to the gangsterism, therefore any day you don't trust anyone. Then we are just under God's grace.

R: I hope and I trust that you have been in a teaching instance for so long and by the time when you were at college or universities there was nothing about the

training of managing school violence and now my question is **what kind of a training is needed on managing school violence?**

P: Ja, it is a good question Sir even from my side, I wish that now we could be trained but the issue is are we training them mind of the learner because the training it must just be based off how can we change the mind-set of the learners, how do we change their mind set of the community, how do we change the mind-set of the parents themselves, because some of the violence are caused by what is happening at home, therefore the training it must, I just believe that no, it must a training which will address all the issues, which means the community in totality. That is going to train only the teacher, I don't think that will be sufficient but if it is a training which will change the mind-set of people in totality, I think that will help us.

R: What is the impact that hamper the effective teaching and learning due to school violence nationally and internationally? Remember what is happening, the institution is a school at national level as we speak but globally when we categorise them, it belongs to one of the global schools. So we wanted to know how can this violence hamper the effective learning and teaching in the school?

P: The trick is immediately as a teacher, as a child, being at school violence do harm, the child no 1, doesn't feel safe. The teacher doesn't feel safe. Then even my expertise it becomes somehow violated because I am no longer feeling courageous to do my best because I don't know what other people think about me, then as it affects the teacher, then with the child immediately he knows that in the school there is this violence whereby learners are fighting, learnings are gambling, learners are doing all sorts of things therefore that affects the learning of the learner, from the side of the teacher, the teacher becomes affected. Then you imagine if in your class there is this bullying of a learner, then you are no longer sure as a teacher whether, what are the intentions of this learner or what is the intention of this group then at the end it is going to affect even the results then those learners won't produce, starting with the teacher, the teacher won't give effective teaching. No 2, even the learners won't produce according to their expertise then at the end it is going to affect the nation because even our results as a school they are going to be very poor.

R: How can social media have an impact in hampering the effective teaching and learning due to school violence?

P: Talking about the media, the media is blamed twofold. It is negative, it is blaming negative because negatively in the sense that immediately it is making the learners aware of what is happening, therefore that on its own affects the learners negatively. In this school this has happened, wow one child has been killed, then that is disturbing to a child, but at the same time, the same media is making them aware to say be careful all these things are happening and they are affecting our schools, then be careful of what you are doing and then if they are involve in gangsterism, then that is not a good thing, thus I will say media is good and it is not good. It is just two ways with me. It is negative and positive but of which it plays a major role because within a minute, right now we are not in those schools where all the guns were know flying on the air, or the bullets but right now because of the media, we know what had happened in that school, we know what had happened in that school

it is because of media. At the same time our learners, the reason that they've got their own, their personal media, then with their cell phones, they are able to call their gangster while they are still at school. They will phone, that is why I am saying, media that is both positive and negative but in our society plays a major role.

R: How do you relate pillar no 6, ICT in education towards school violence?

P: I CT is good, but let's look at it, what is saying to the people who are outside because right now in schools, schools are being vandalised or schools are robbed, schools also even, crime becomes high at the school, because of the same ICT. Let we start with the school. Then at the school level, learners they look at this ICT, it is good for them, because it is. You know it is in line with what they are doing because this generation of technology, they appreciate it, they love it, but at the same time they also they do what, they wish that no, the same ICT could be taken home, that is why it prompt them to steal all the good gadgets which we have at school, then even from the outsiders outside us, they look at the schools, then they schools as rich, rich institution with resources, then they feel that it is their marketing place where they could get all those ICT, meaning they can get those computers but ICT at the school level is good.

R: What strategies and recommendations could be made to education authorities due to school violence?

P: As I have said it, if the authorities could train or could discuss about this throughout as we talked about media, almost every day that they talk positive about what could be done at school, but at the same time they must have influence to community so that the, you know they are alert the community that it is important for the school to run without all these violence, because if they ignore the community what is happening outside, immediately the community toyi toyi, it can about service delivery then they also affect the schools. They want to see also the learners joining them that is where also the learners are learning all these issues of violence or if I want this, therefore I must fight as my parents had fought for this then that is escalating, then that is why I am saying the best role that can be played by the authority is to consider the community at large and change their attitude, I don't know whether I must say change or train, so that the attitude of the community members, community at large including teachers, learners, everybody could change their mind-set and become positive towards the school.

R: Thank you very much, we are done.

8.2 ETHICS AND RESEARCH APPROVAL

UNISA COLLEGE OF EDUCATION ETHICS REVIEW COMMITTEE

Date: 2019/02/13

Dear Mr Lekalakala

Decision: Ethics Approval from
2019/02/13 to 2024/12/13

Ref: **2019/02/13/30178509/09/MC**

Name: Mr MT Lekalakala

Student: 30178509

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Title of research:

**School Management Teams' strategies in managing school violence in Tshwane
West District, Gauteng**

Qualification: D. Ed in Educational Leadership and Management

Thank you for the application for research ethics clearance by the UNISA College of Education Ethics Review Committee for the above mentioned research. Ethics approval is granted for the period 2019/02/13 to 2024/02/13.

*The **low risk** application was reviewed by the Ethics Review Committee on 2019/02/13 in compliance with the UNISA Policy on Research Ethics and the Standard Operating Procedure on Research Ethics Risk Assessment.*

The proposed research may now commence with the provisions that:

1. The researcher(s) will ensure that the research project adheres to the values and principles expressed in the UNISA Policy on Research Ethics.



2. Any adverse circumstance arising in the undertaking of the research project that is relevant to the ethicality of the study should be communicated in writing to the UNISA College of Education Ethics Review Committee.
3. The researcher(s) will conduct the study according to the methods and procedures set out in the approved application.
4. Any changes that can affect the study-related risks for the research participants, particularly in terms of assurances made with regards to the protection of participants' privacy and the confidentiality of the data, should be reported to the Committee in writing.
5. The researcher will ensure that the research project adheres to any applicable national legislation, professional codes of conduct, institutional guidelines and scientific standards relevant to the specific field of study. Adherence to the following South African legislation is important, if applicable: Protection of Personal Information Act, no 4 of 2013; Children's act no 38 of 2005 and the National Health Act, no 61 of 2003.
6. Only de-identified research data may be used for secondary research purposes in future on condition that the research objectives are similar to those of the original research. Secondary use of identifiable human research data requires additional ethics clearance.
7. No field work activities may continue after the expiry date **2024/02/13**. Submission of a completed research ethics progress report will constitute an application for renewal of Ethics Research Committee approval.

Note:

*The reference number **2019/02/13/30178509/09/MC** should be clearly indicated on all forms of communication with the intended research participants, as well as with the Committee.*

Kind regards,


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RESEARCH APPROVAL LETTER: Management

11 February 2019 – 30 September 2019

Validity of Research Approval:

2018/337

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8/4/4/1/2

Research Topic:

School Management Teams strategies for
managing school violence in the Tshwane West
District of Gauteng Province

Type of Degree:

Doctoral Degree

Number and type of schools:

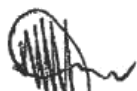
Fifteen Secondary Schools

District/s/HO

Tshwane West

Re: Approval in Respect of Request to Conduct Research

This letter serves to indicate that approval is hereby granted to the above-mentioned researcher to proceed with research in respect of the study indicated above. The onus rests with the researcher to negotiate appropriate and relevant time schedules with the school/s and/or offices involved to conduct the research. A separate copy of this letter must be presented to both the School (both Principal and SGB) and the District/Head Office Senior Manager confirming that permission has been granted for the research to be conducted.



31/10/2018

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Manager/s must be approached separately, and in writing, for permission to involve District/Head Office Officials in the project.

3. A copy of this letter must be forwarded to the school principal and the chairperson of the School Governing Body (SGB) that would indicate that the researcher/s have been granted permission from the Gauteng Department of Education to conduct the research study.
4. A letter / document that outlines the purpose of the research and the anticipated outcomes of such research must be made available to the principals, SGBs and District/Head Office Senior Managers of the schools and districts/offices concerned, respectively.
5. The Researcher will make every effort obtain the goodwill and co-operation of all the GDE officials, principals, and chairpersons of the SGBs, teachers and learners involved. Persons who offer their co-operation will not receive additional remuneration from the Department while those that opt not to participate will not be penalised in any way.
6. Research may only be conducted after school hours so that the normal school programme is not interrupted. The Principal (if at a school) and/or Director (if at a district/head office) must be consulted about an appropriate time when the researcher/s may carry out their research at the sites that they manage.
7. Research may only commence from the second week of February and must be concluded before the beginning of the last quarter of the academic year. If incomplete, an amended Research Approval letter may be requested to conduct research in the following year.
8. Items 6 and 7 will not apply to any research effort being undertaken on behalf of the GDE. Such research will have been commissioned and be paid for by the Gauteng Department of Education.
9. It is the researcher's responsibility to obtain written parental consent of all learners that are expected to participate in the study.
10. The researcher is responsible for supplying and utilising his/her own research resources, such as stationery, photocopies, transport, faxes and telephones and should not depend on the goodwill of the institutions and/or the offices visited for supplying such resources.
11. The names of the GDE officials, schools, principals, parents, teachers and learners that participate in the study may not appear in the research report without the written consent of each of these individuals and/or organisations.
12. On completion of the study the researcher/s must supply the Director, Knowledge Management & Research with one Hard Cover bound and an electronic copy of the research.
13. The researcher may be expected to provide short presentations on the purpose, findings and recommendations of his/her research to both GDE officials and the schools concerned.
14. Should the researcher have been involved with research at a school and/or a district/head office level, the Director concerned must also be supplied with a brief summary of the purpose, findings and recommendations of the research study.

The Gauteng Department of Education wishes you well in this important undertaking and looks forward to examining the findings of your research study.

Kind regards



Mr Gumani Mukatuni
Acting CES: Education Research and Knowledge Management

DATE: 31/10/2018

Dear Student

I acknowledge receipt of your recent correspondence and have noted that you intend submitting your research output for examination. **Regarding submission dates the following rules apply:**

- If submission takes place after 15 June, the successful student might only graduate in Autumn of the following year.
- If submission takes place after 15 November, the successful student might only graduate in Spring of the following year.
- If submission takes place after the end of January, the successful student will graduate in Spring, and will have to re-register and pay the full tuition fees.
- If you are not currently a registered student, examination will be delayed until proof of registration had been submitted by you

Your request for submission has been referred, *inter alia*, for the appointment of a panel of examiners and it could take some time. You will be informed of approval of submission in due course.

In order to avoid any possible delay in having your thesis examined, kindly ensure that you comply with all the requirements regarding the following:

- the thesis and the submission thereof
- the **exact wording of the approved title in the correct format** on the title page as indicated in the *example* attached hereto
- the **limitation of the summary to a maximum of 350 words**, as well as at least **ten key terms** listed at the end of the summary
- the submission of a declaration, **signed and dated** by you, including your **student number** on the statement, indicating that the thesis is your own work
- a condensed ***curriculum vitae***

Yours faithfully

for THE EXECUTIVE DEAN: COLLEGE OF GRADUATE STUDIES

UNIVERSITY OF SOUTH AFRICA

KEY TERMS DESCRIBING THE TOPIC OF A DISSERTATION/THESIS

The Executive Committee of Senate decided that in order to assist the Library with retrieval of information, master's and doctoral students must list approximately ten key terms which describe the topic of the dissertation/thesis at the end of the summary of the dissertation/thesis.

If the dissertation/thesis is not written in English, the key terms in English must be listed at the end of the English summary.

The following is an example of key terms used for a thesis:

Title of thesis:

A DIAGNOSTIC MODEL FOR THE PREDICTION OF MATHEMATICS ACHIEVEMENT FOR UNIVERSITY STUDENTS

KEY TERMS:

EXAMPLE:

Mathematics achievement; Academic performance; Psychometric measuring instruments; Diagnostic tests; First-year university students; Cognitive factors; Intelligence; Aptitude; Previous performance; Study methods; Attitudes; Interest; Anxiety; Personality; Adjustment



GAUTENG PROVINCE

EDUCATION

Enq: MK Majola
Tel: 012 725 1373
Ref no: 8/4/4/1/2

To: Principals
Rantailane, Tebogwana, Mabopane, Ngaka Maseko,
Reitumetse, Soshanguve Technical and Fusion
Secondary Schools

From: P Galego (Ms)
District Director

Date: 03rd December 2018


Subject: Request to Conduct Research: Lekalakala MT

Please note that Lekalakala MT has been granted permission by Head Office to conduct research at the above-named schools. The exercise is scheduled for academic year 2019.

The school principals and SGB members are kindly requested to welcome the researcher.

**Research Topic: "School Management Teams Strategies for
Managing School Violence in the
Tshwane West District of Gauteng Province"**

Please ensure that teaching and learning process is not negatively affected.


P Galego (Ms)
District Director
Tshwane West

"Enthusiasm Breeds Success"

Office of the Director – Tshwane West District

(Mabopane, Winterveldt, Ga-Rankuwa, Soshanguve, Kameeldrift, Rosslyn, Akasia, Pretoria North,
Mountain View, Roseville, Capital Park, Hercules, Pretoria West, Lotus Garden)
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